

THE SHAKERITE

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Welcome to the Speech Issue. *Turn to page 14.*



A lot has happened recently.

Since the election, what we can and cannot say in this country has changed in an unprecedented and shocking way. For this issue, The Shakerite asked community members to share their thoughts on **speech**.

Welcome to:

THE SPEECH ISSUE

Turn to page 14 to see what they have to say.

Discussion starts with listening

NORA SPADONI EDITOR IN CHIEF

We're not listening. We're not listening to news we don't agree with and opinions that differ from our own. We're not listening to one another, especially when we don't like what the other is saying. Most of the time, we just wait for our turn to speak, a moment to launch into our politics and our morals. And, in the Shaker bubble, we don't have to try very hard to avoid those contrasting opinions because we surround ourselves with people who think and look like us.

The Shaker bubble is an elusive concept, one often referred to but seldom explained. It closets us and distorts information to fit our liberal mindsets. In my government class, we took a test that placed us on a spectrum of political conservatism, with a score of one representing least conservative and 40, most. To score above 20 was embarrassing, to be above 30 was acceptable only for social outcasts. But, to score less than five was just as humiliating. That was "too much," as one of my peers put it. In Shaker, we like to hover around nine on the spectrum; liberal but not too liberal, all of us part of a collective sheep mentality.

In some ways, the Shaker bubble has shaped me positively. I've always been able to talk openly about current events with my peers. But, the people I talk to generally agree with me. If we differ in opinion, it's on the smallest of things -- whether we really dislike the man who lives in the White House and his nefarious cronies, or really, really dislike them. In class, debate is encouraged, even forced on us. But, when no one will volunteer to play devil's advocate, we're assigned sides. There isn't much opportunity to defend my viewpoints; instead, I compete to be most insulted and disgusted by the "right."

National politics aren't much of a role model. The right took up Hillary Clinton's "basket of deplorables" as a rallying cry, while the left proudly proclaimed themselves "nasty women." The right spends evenings watching Tomi Lahren rant endlessly, while the left gets news from Trevor Noah on "The Daily Show."

I'll be leaving Shaker soon, and I don't know if I'll ever live in a community as liberal, yet single-minded, as this one. I'm thankful that I grew up here, but I'm looking forward to stepping away and learning to listen.



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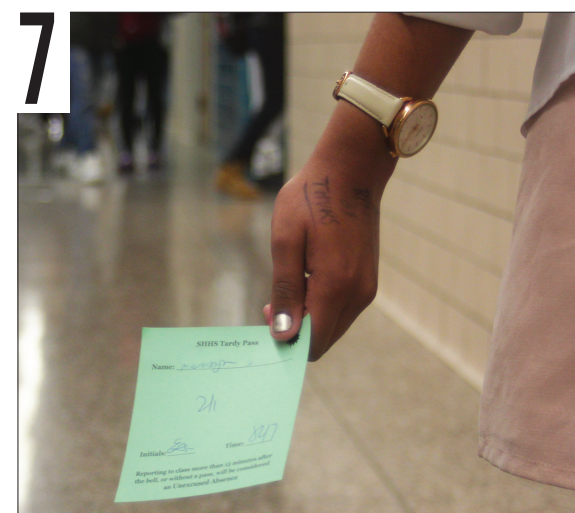
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Behind the Cover: For this themed issue, The Shakerite orchestrated a photo illustration, photographed by Photo Editor Joshua Price, featuring a **slice of Shaker**.

SPEAKING UP, SAFELY AND PEACEFULLY



GRACE LOUGHEED//THE SHAKERITE

Shaker's student handbook states that "A student's right to free speech and assembly as guaranteed by the First Amendment will be honored provided that such activity does not substantially disrupt the educational process." Principal Jonathan Kuehnle said that the rule is "pretty open-ended. A lot of it would depend on the context of the situation. It just depends on the time and place and the details of the case."

Elevated political conflict sparks debates over student speech and a desire for discussion

JULIA BARRAGATE CAMPUS AND CITY EDITOR

Following the election of President Trump, political controversy ignited nationwide, as well as within the borders of Shaker Heights. Though Shaker has earned the label as a liberal "bubble," the national divide is present here as well.

"We're not in every way a microcosm of the nation at large," said social studies and English teacher Halle Bauer, ('06). "I do think we'll probably see an intensification of political feeling."

The expression "Shaker bubble" characterizes the school and community as overwhelmingly liberal. This homogeneity repels alternative views and influence, which then emboldens liberal intolerance of conservative ideas and speech. The bubble thus

limits students' exposure to and engagement with such ideas.

And without much practice listening and responding to students whose views contradict theirs, students can struggle to do so respectfully.

Alumna Sarah Tibbitts ('16) explained that although she did not necessarily agree with Shaker's label as a bubble, she acknowledged clear political differences between Shaker Heights and The Ohio State University, which she currently attends.

"I don't think I knew a Trump supporter before coming to college," she said. "Ohio State is a fairly politically active campus, and I would say there's a liberal leaning. However, it is a state school in a traditionally red state, and I've seen way more 'Lock her up' and 'Build the wall' signs than I'm comfortable with."

Tibbitts also acknowledged the intensity of the election. "In a normal election, I would enjoy the fact that coming to college has allowed me to meet people with views that challenge my own. I think I too often conflate being liberal with being open-

"True learning happens when it's a real-world, controversial topic and you're able to explore and have those talks with each other and try to arrive at a place where we can all compromise, we can all agree."

JONATHAN KUEHNLE

minded, and I think it's an important part of growing up to be able to expand my views," she said. "But in this election, the political was and still is very personal."

Bauer said she did not shy away from political discussion in class despite this year's intense and personal campaign. "I think we have to not embrace the conflict, but be open to talking about it. I think that's the only way," said Bauer. "If two people respect each other, they don't have to share the same opinions, but that respect allows them to have a conversation that I think sometimes we shy away from, so I just hope that the conversations continue."

"I think there's something to learn and grow from when you have an honest dialogue," Bauer added.

Principal Jonathan Kuehnle echoed this idea. "It is my belief that true learning happens when it's a real-world, controversial topic and you're able to explore and have those talks with each other and try to arrive at a place where we can all compromise, we can all agree, instead of just sniping at each other or saying how bad the other side is,"

he said.

Kuehnle acknowledged the importance of teacher training to facilitate discussion. “A lot of it is up to how the teacher in charge of the classroom controls the classroom or manages the experience and ultimately guides the learning,” he said.

English teacher Cathy Lawlor taught Social Issues in Fiction and Nonfiction for more than 10 years. Lawlor said it was through this experience that she obtained the skills needed to facilitate a meaningful discussion in class.

Lawlor explained the importance of laying groundwork for the class at the beginning of the year. “I put a lot of thought into how I want to start out the year, and we spent a lot of time establishing rules of common decency. We actually had the whole first unit about civil discourse,” she said.

According to Kuehnle, civil discourse is also a key component of a curriculum employed by Facing History and Ourselves, a non-profit organization. According to its website, Facing History aims “to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry.”

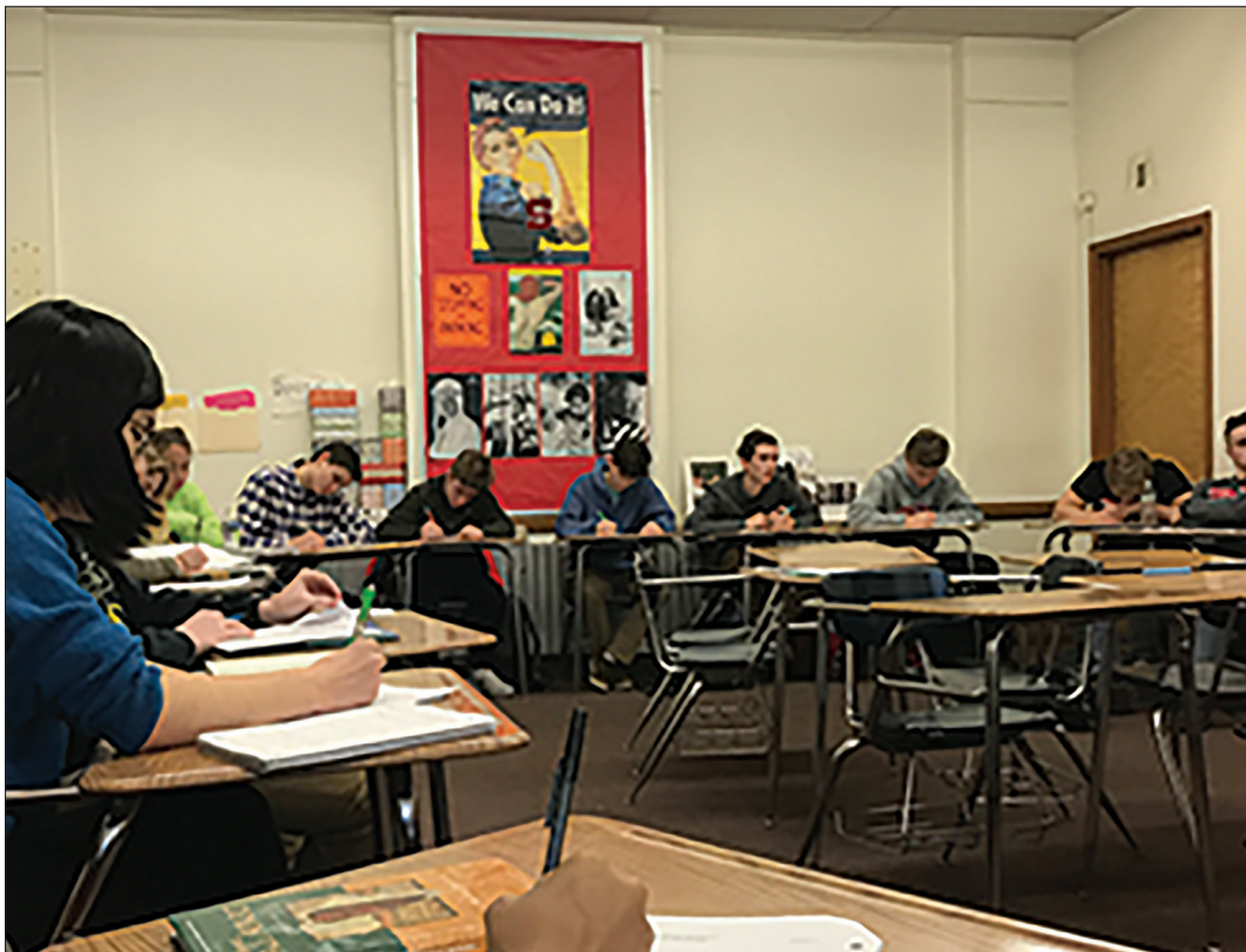
According to the Facing History website, this guide tells teachers how to “create a reflective classroom, develop a classroom contract, provide opportunities for student reflection, establish a safe space for sensitive topics, implement teaching strategies that provide space for diverse viewpoints and encourage active, engaged listening.”

“Facing History-style lessons that I’ve observed in our building have gone very well and been very engaging for our students,” Kuehnle said. “We are actually providing training for our entire staff in the month of March.” Teachers will be trained in using a Facing History guide called “Fostering Civil Discourse.”

He explained that Facing History aids teachers in creating a safe environment for respectful and meaningful conversation. By adopting the curriculum, Kuehnle said teachers “can teach you how to respond, but in such a way that it’s conversational, and it may be spirited and passionate, but that’s fine -- you’re working towards finding an eventual resolution or eventual agreement instead of just going at each other, instead of just fighting.”

According to Lawlor, another way to maintain a peaceful environment is by establishing class rules for discussion.

“We actually spend a couple of days just talking about what kind of ground rules we want in the class, and so it’s not just me, like, ‘These are the rules and you guys will follow them.’ It’s like, ‘What do you guys want to see? What do we want as far as creating a safe space and being able to talk about issues, and sometimes very controversial issues in a respectful way?’” she said.



ZACHARY NOSANCHUK/THE SHAKERITE

Students in Cathy Lawlor’s first period Advanced English class engage in a Socratic seminar discussion. Lawlor said that she requires students to support all statements made during a discussion. “You have to work on teaching kids how to support their views,” she said.

Lawlor also requires students to offer evidence for their statements. “You have to work on teaching kids how to support their views,” she said. “They have to say, ‘Well, this is what I believe and this is why,’ and so that gets them used to the idea of having to support what they’re saying.”

“You’re requiring them to really think,” she added. “I think that takes away some of this danger of kids crossing into just spouting their opinions and turning hateful.”

However, even supported opinions may offend peers and lead to conflict in discussion; thus, limits of student speech have been widely debated.

The expression of student opinion in a public high school is largely protected under the First Amendment, which states that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.”

Students’ First Amendment rights have been solidified by Supreme Court cases such as the notorious *Tinker v. Des Moines* in 1969. The Supreme Court ruled that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.”

Despite this ruling, there are limits to student speech within a public high school, which have also been upheld by historical

“Students may express their opinions, even on controversial subjects, so long as it does not materially and substantially interfere with education and does not materially and substantially interfere with the rights of others.”

SARAH INGLES

Supreme Court cases, such as *Bethel School District No. 403 v. Fraser* of 1986. The Supreme Court ruled in favor of punishment of a student who expressed a political opinion in a vulgar manner during an assembly.

Law Clerk Sarah Ingles of the Ohio American Civil Liberties Union acknowledged that limits to student speech in a public high school are circumstantial and are determined by the court.

“Students may express their opinions, even on controversial subjects, so long as it does not materially and substantially interfere with education and does not materially and substantially interfere with the rights of others,” Ingles said.

Shaker’s student handbook outlines the limits to students’ First Amendment rights. “A student’s right to free speech and assembly as guaranteed by the First Amendment will be honored provided that such activity does not substantially disrupt the educational process,” the rule states.

Asked to explain the specific grounds under which student speech is punishable, Kuehnle said, “It’s pretty open-ended. A lot of it would depend on the context of the situation. It just depends on the time and place and the details of the case.”

Controversy erupted at the high school during November over a social media incident in which two students displayed another student’s racially charged comments via Twitter. Both students were initially suspended by the district, sparking student

protest.

The ACLU wrote the district a letter on behalf of one of the punished students, Myyah Husamadeen, which stated that “the ACLU of Ohio is gravely concerned that Shaker Heights High School student Myyah Husamadeen is about to be punished for exercising her First Amendment rights.”

The letter subsequently urged the district to revoke this punishment, and Husamadeen told The Shakerite that she was later offered an alternative punishment to the suspension.

“The interesting thing to note about the First Amendment is that it is not designed as a popularity contest, and instead must protect all views, including those that are less popular,” Ingles said.

“I think it would be sheltered and unrealistic of me to not ever want to hear the other side’s opinion,” said Tibbitts, “but when freedom of speech turns into hate speech -- for example, ‘Build a wall,’ ‘Go back to where you came from,’ using the N-word or swastikas or degrading any person based on their historically oppressed gender, race, religion, etc., I think it crosses a line and is no longer acceptable.”

Hate speech, as defined by the American Bar Association, is “speech that offends, threatens, or insults groups, based on race, color, religion, national origin, sexual orientation, disability, or other traits.”

Tibbitts added, “First Amendment rights are no excuse for bigotry.”

Student Group on Race Relations leader

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SARAH TIBBITTS

Izzy Wang also echoed this. “It is not conducive to our nation’s forward progress when people misuse their freedom of speech to perpetuate hate and fear,” she said.

As a teacher, Bauer acknowledged her role in monitoring student speech. “I think there’s a line when somebody’s feeling hurt, and it’s just my job as a teacher to make sure that line is not crossed. Free speech is one thing; harming another person is something else,” Bauer said.

Though Kuehnle acknowledged that consequences of crossing this line are situational, he emphasized the district’s recent implementation of a restorative justice program.

Kuehnle said the program allows students to acknowledge mistakes and correct them accordingly.

“We need to be about more than just consequences. We need to be about justice and moving forward and understanding,” he said. “[Students] may get a disciplinary consequence, but they’ll also get the opportunity to learn from it and to make it right, and that’s what restorative practice is all about -- not just suspending somebody, but having them learn from it.”

Controversial discussion is not only facilitated by teachers, but by student leaders as well. SGORR leader Vishnu Kasturi explained how he conducts conversation with his fellow group members. SGORR leaders, collectively known as CORE, are responsible for holding weekly meetings

with their high school group members and facilitating activities on race and identity in fourth- and sixth-grade classrooms.

“In discussions, I try to bring my own opinions to the conversation and also try to play devil’s advocate,” Kasturi said. “Offering differing viewpoints forces my group to try and understand where others may be coming from and enhances their understanding of very complex issues.”

Wang stressed the importance of listening. “Listening is crucial in every conversation, but many people choose to speak and construct responses rather than to listen. If we can listen to others and develop an understanding about where they are coming from, then we can create beneficial discussions, better advocate for our own beliefs and work from our similarities to create unity within our community,” she said.

According to Kuehnle, SGORR will conduct a series of forums outside of school for community members. “In the upcoming couple of months you’re going to see additional conversations facilitated by SGORR for students, for staff, and then some stuff in the afternoons and evenings for parents and community members as well,” he said.

Kuehnle referenced a Nov. 16 SGORR discussion. “We wanted to provide more opportunities along the lines of like what SGORR did about a week or so after the election,” he said. “That went really well.”

The discussion focused on “stepping forward” and was held in the school’s lower cafeteria. The forum was structured in three phases. Phase one was about expression of emotion. Phase two covered our ideal community, and phase three was call to action.

Wang explained that the discussion was not centered around politics, but moving forward as a community. “We CORE Leaders did not specifically target politics,” she said. “We knew that, after the election, political discussion would be diverse because tensions ran high. Since we focused on building our community and uniting people of all backgrounds, I believe we were successful in facilitating a positive and practical discussion.”

Freshman Evan Grossman-McKee also said he believes forums are crucial to resolving conflict. “I have noticed elevated conflicts between students after the election,” said Grossman-McKee. “I think we can resolve this conflict by holding forums where people have a chance to share their opinions without being judged.”

“When you have a situation that’s this charged and this impactful, you can’t just say, ‘OK, we’ll have one meeting, we’ll have one conversation, everybody talked about it, now it’s great, we all get along.’ That’s not realistic. That’s not how it works,” Kuehnle said. “It has to be an ongoing, embedded, meaningful conversation.”

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ISABEL WANG



OSE ARHEGHAN/THE SHAKERITE

A discussion was facilitated by SGORR Nov. 16. “We wanted to provide more opportunities along the lines of like what SGORR did about a week or so after the election. That went really well,” said Principal Jonathan Kuehnle.

Journalism II reporters Jude Hinze-Gaines and Mae Nagusky contributed reporting.

Sorry to Burst Your Liberal Bubbles

Open-mindedness isn't just an International Baccalaureate trait; it's what we have to strive for

There is a fine line between hate speech and free speech.

When I was 11, I earned a spot at the Cleveland Institute of Music for classical piano. My new teacher, who accepted my audition, was an elderly, Croatian immigrant. I was terrified of her, but my father was ecstatic because she was renowned for her tough but disciplined teaching methods.

After a few months I begin to lose my passion for piano. My father decided to sit in on one of my lessons. By the end, I was holding back tears, and my father was thoroughly appalled. I had never experienced anti-semitism before and never understood what it was until it pushed



Hannah Kornblut
Opinion Editor

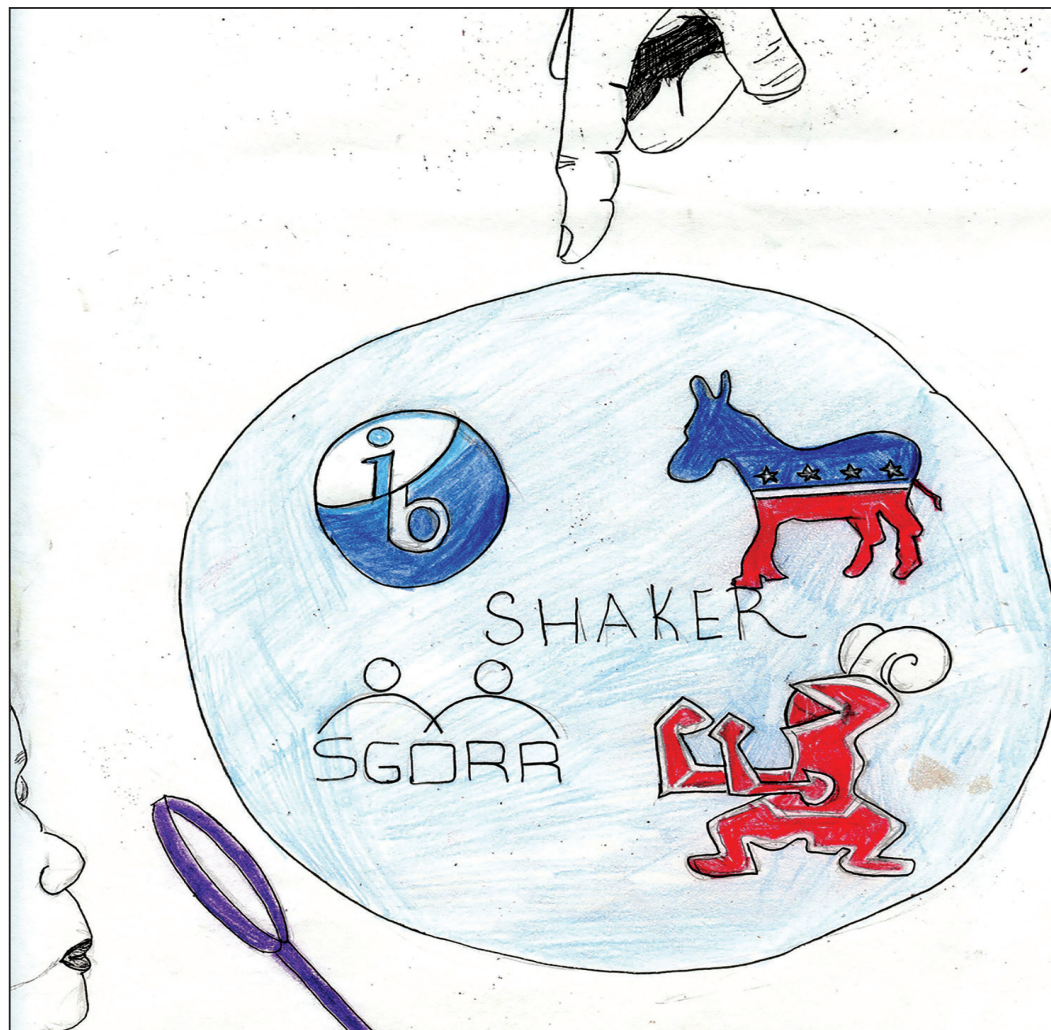
me to quit the thing I loved most. When I messed up rhythms that I'd been working on, she blamed it on the religion I grew up with. She said Jews messed everything up, so of course I was no exception. I grew up attending a private Jewish day school and among a mostly Jewish family, so I never knew what was wrong with me in the eyes of my piano teacher.

In the end I realized what it was. Hate speech hurts. It digs deep into the fundamentals of our being. It is not the same as free speech. It targets our humanity in a way that free speech does not.

Free speech can be used to target others. The First Amendment can protect those ideas, but as a community, a country and as people, we need to learn how to find a better way to disagree with others. If we all throw hate at each other, we're all just as bad as the other side we're fighting against.

Shaker is diverse but it does not make us immune to what happens in the rest of our country. Political culture here may appear strongly liberal, but it does not mean everyone subscribes to a liberal political philosophy. We pride ourselves on being a heterozygous community-- meaning that we accept all differences that make us whole and diverse. Yet, we shun those who express opposing views.

Even outside of the Shaker bubble, people have trouble understanding the fine line that divides hate speech from free speech. People such as Milo Yiannopoulos, a famed "conservative" and former editor for Breitbart News uses this fine line to argue that hate speech is free speech.



CAROLINE WALSCH//THE SHAKERITE

The Shaker bubble is a liberal home. However, since the presidential election, we find ourselves beginning to see the world as more than a happy-go-lucky, progressive place. In it, we will encounter speech that contradicts our ideals.

"I am speaking on college campuses because education . . . is really what matters. It's a crucible where these bad ideas are formed. Bad ideas like . . . progressive social justice, feminists, Black Lives Matter . . . that I think is so cancerous and toxic to free expression," Yiannopoulos said during a CNN interview.

"Hail Trump! Hail our people! Hail victory!" Yiannopoulos yelled during a speech. The response? He was greeted by a series of "heil" salutes from the audience. Another time he called out to a woman, saying, "You're wearing a hijab in the United States of America. What is wrong with you?"

Since the election of Donald Trump, terror has been on the rise. Throughout January 2017 there were 48 bomb threats to Jewish community centers around the country and more than 700 instances of Islamophobic terror.

Ultimately, we have to stand up. Not for ourselves, but for those around us. Fight for all targets of discrimination. We need to get involved. Not just when it affects us personally, but when we see injustice, seek to combat it.

Another issue among Shaker and our lively liberal bubble is confirmation bias. Confirmation bias is a psychological

phenomenon. Essentially, it means that we only tend to accept the ideas that agree with ours. Liberals don't tend to like FOX News; conservatives don't usually agree with CNN. We ignore other sources, which allows us to create our own ideological bunkers that we refuse to escape.

Ultimately, confirmation bias allows us to only hear what we want and accept the ideas we agree with. It takes away from understanding other opinions and allows us to believe we're the only ones who can possibly be right. For example, this year in AP/IB Economics, I learned that despite what I had always believed thanks to my liberal-minded parents, Reaganomics would actually be really beneficial to the national economy if applied and followed through properly. Let me just say, I definitely never thought I'd ever say that.

In the end, the social and political biases we surround ourselves with will hurt us. It's time to be those open-minded, critical thinkers, Shaker. You know, the ones we claim we are.

It's time to finally hear all sides to the stories regardless of bias. Ultimately, it's up to you on how to use your free speech. But please, know what speech is hateful, and what speech is free.

Free speech can be used to target others. The First Amendment can protect those ideas, but as a community, a country and as people, we need to learn how to find a better way to disagree. If we all throw hate at one another, we're just as bad as the side we're fighting against. Shaker is diverse, but it does not make us immune to what happens in the rest America. Political culture here may appear strongly liberal, but it does not mean everyone subscribes to a liberal political philosophy. We pride ourselves on being a heterozygous community-- meaning that we accept differences that make us whole and diverse. Yet, we shun those who express opposing views.

The Biases Plaguing Shaker Hallways

African-American students are stopped for not having a pass four times more than white students, survey shows

EMET CELESTE-COHEN INVESTIGATIONS EDITOR

Editor's Note: The name Marcia is as a pseudonym for a student interviewed who wished to remain anonymous.

Marcia always carries a pass when she's in the hallways. She's a freshman and she's African-American.

Sometimes she leaves her classroom to go to the restroom. She said it doesn't matter whether she is carrying one of the clipboard passes or pink passes or nothing at all; she is stopped all the time.

The difficult part is watching other students walk by while she explains her reason for being out of class or as she's punished for it. Most of those students, she said, are white.

"It's aggravating to see someone get mad at you about something when they don't get mad at other students about it," she said. "I don't get that. I guess I never will."

Last year, according to the Ohio Department of Education, the high school disciplined African-American students 25 times more often than white students.

The immediate assumption would be that African-American students disobey school rules more often. But this assumption relies on the school catching every student who misbehaves.

How does one prove or disprove this assumption? The school only records incidents of rule breaking, not of rule following. For instance, there may be dozens more students walking in the halls without a pass for each one the school stops.

Erin Davies is the executive director of the Juvenile Justice Center. Her organization's mission is to "ensure that Ohio's juvenile justice system – from prevention through involvement with the adult court – works effectively to increase positive outcomes for youth, families and communities."

They are lobbyists, policy makers, volunteers and all-around experts about discipline in and out of schools.

"It's hard to tell how often black and white kids are disobeying school rules and not being caught for it," Davies said. One way to do so is self-reporting.

With self-reporting, students anonymously

disclose how often they break the rules. Davies praised it as one of few effective techniques for gathering such data.

The Shakerite asked freshmen to report their misbehavior. Fifty students reported a similar rate of misbehavior regardless of race.

African-American freshmen reported that they'd walked in the halls without a pass on average five times so far during the 2016-2017 year. White freshmen reported that they'd walked without a pass six times, on average.

"The data reflects what we know nationally," Davies said: White and African-American students' rates of misbehavior do not diverge significantly.

Each year, students from Case Western Reserve University go to high school and middle school classes across Northeast Ohio and survey students on everything from drug use to bullying to sexual activity.

Their Youth Risk Behavior Survey results reveal that African-American students do not necessarily report more illegal activity than white students.

Across Cuyahoga county, eight percent of white students disclosed past illicit drug use. Five percent of African-American students reported such activity.

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average times
(per year)
white
freshmen
walked in halls
without a pass

5

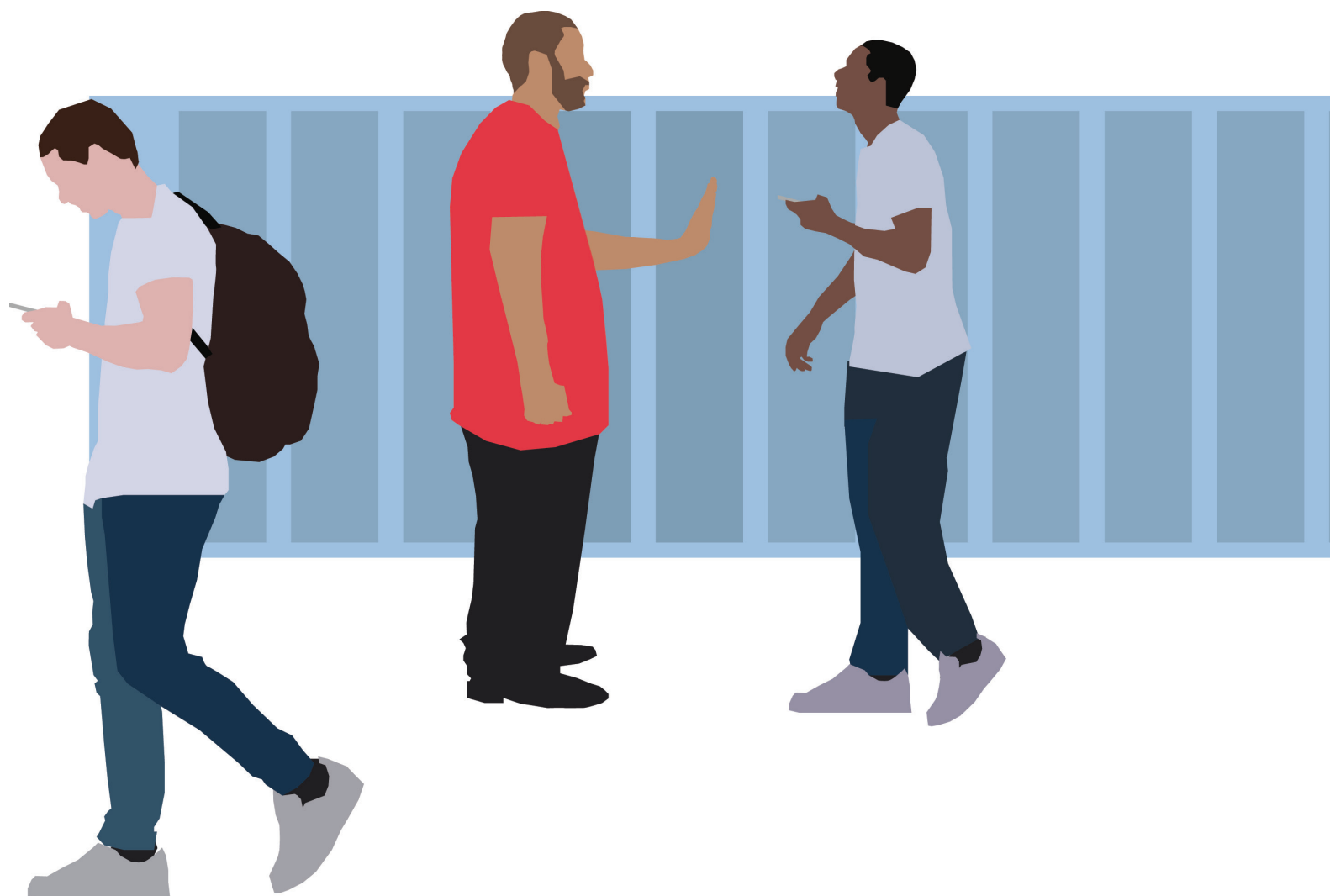
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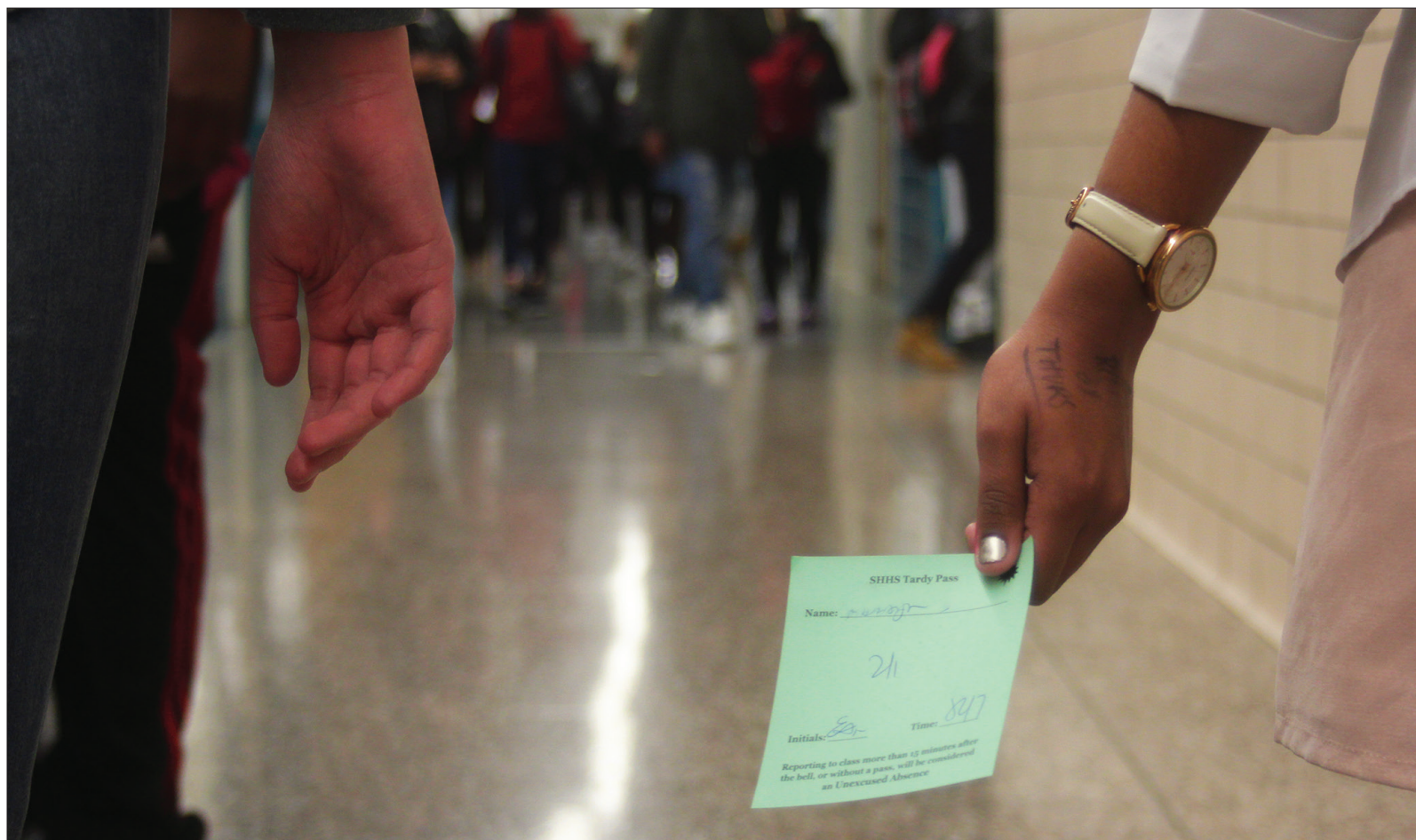
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percent of
students
caught walking
without a pass

25:1

ratio of
African-
American to
white
discipline last
year





A photo illustration shows an African-American student and a white student walking through the halls. One has a pass. One doesn't. African-American students report getting in trouble for walking in the halls 23 percent of the time. White students report getting caught 5 percent of the time. "To me, it will never make sense," a high school student said, "but the data makes sense."

PHOTO ILLUSTRATION//MADI HART//THE SHAKERITE

The trend continues with students drinking underage -- 37 percent of white students to 28 percent of African-American students.

This balance is not universal but it supports the statement: African-American

students don't necessarily misbehave more than white students.

Looking at the discipline reported by 50 Shaker freshmen, said Davies, "The numbers reverse, significantly." African-American

"I believe that everyone has a bias, one way or another. It could be positive, it could be negative. None of us are totally bias free."

JONATHAN KUEHNLE

ican students reported getting in trouble for walking in the halls around 23 percent of the time. Though this number is low, it's still leagues beyond the rate of self-reported hallway discipline for whites, which falls at just under 5 percent. Among the students surveyed, the school disciplined four African-American students for walking without a pass per every white student disciplined for the same infraction.

Last year, the overall discipline data reported to the ODE by Shaker -- 25 African-American students disciplined, including suspension, detention and expulsion, for each white student -- corroborates the unbalanced ratio of hallway discipline and suggests it might be even higher.

"White privilege?" Marcia said. "It definitely exists."

Davies agreed. "Now that we know about it," she said, "what do we do about it?" She said discipline disparities like this one have very specific causes. At the forefront is implicit bias.

Jonathan Kuehnle, high school principal, said he knows a good deal about implicit bias. "I believe that everyone has a bias," he said, "one way or another. It could be positive, it could be negative. None of us are totally bias free." It's what people may not believe, but may think "subconsciously."

Over the summer, in anticipation of working at Shaker, he took Harvard's online implicit bias test. Harvard's Project Implicit website explains that their test "measures attitudes and beliefs that people may be unwilling or unable to report . . . For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate



EMILIE EVANS//THE SHAKERITE

Head Security Guard Mark Seymore sits at the front door's security desk at the high school. This is the first and main checkpoint where students can receive a green pass for arriving late.

men with science more than you associate women with science.”

“In one word I would sum it up as awareness,” Kuehnle explained, “awareness of

what biases you have, of what biases others have and how that impacts your daily interactions teaching and learning at the school.”

“I thought it was valuable and I thought

it was accurate,” he continued, “so I had our administrative team take it.” After discussing it with them, he had all the counselors in the school take it; then, all the department heads.

“Our next step is for our department heads to work with each of our teachers to help them understand what biases we may have and recognize them,” he said.

Davies called this an encouraging step. She suggested implementing a group at the school that involves administrators, teachers and students to discuss race and ethnicity issues and seeks solutions to universal problems.

This year, Kuehnle’s Student Leadership Team and Parent Advisory Group aim to do that. In the PAG, Kuehnle wrote, “Parents are engaging in bold and meaningful work and fearlessly embracing leadership roles.” He formed the SLT at the urging of the high school’s student council to mirror the PAG’s efforts.

Davies believes the implicit bias is more of an “expectation bias” in schools. “In a core class,” she said, “a teacher might feel that there is more need for control.”

“There’s an expectation that a white kid in a higher-level class is a good kid,” she continued.

Marcia experiences this daily. “We were taking a test today and we had a substitute,” she said. “She came and stood next to all the African-American kids. She just stared at me as if I was cheating.” Marcia remembered watching a white student listen to music and use his phone throughout the test. The substitute did not question him.

Davies attributes this to labelling. “Teachers have a lot going on. When they are in a stressful situation, they are more likely to fall back on labels,” she explained. If a white student is disrupting class, the label they may fall upon is different than if an African-American student is disrupting class.

Freshman Netania Stewart explained her interpretation of a teacher’s subconscious thought process: “OK, this person’s going to be loud and disrespectful; I have to pay attention to them. This person’s going to be respectful and do their work.”

Davies said the solution all comes back to a single question: “When you look at two kids who are doing the same behavior, a white kid and a black kid, do you punish one more?”

Marcia knew the answer to that question, at least for now: we do. “It’s something that just exists. It’s going to take a lot more than just Shaker to fix these problems,” Marcia said.

Stewart added, “I just hope things could be more equal. That’s basically it.”

Hallway Discipline

The Shakerite surveyed 54 freshman Global Studies students about hallway behavior. They were asked how often they walked in the halls without a pass and how often they were disciplined for walking in the halls without a pass.

White Freshmen



Average Stopped (4.73%)
Average Not Stopped (95.27%)

African-American Freshmen

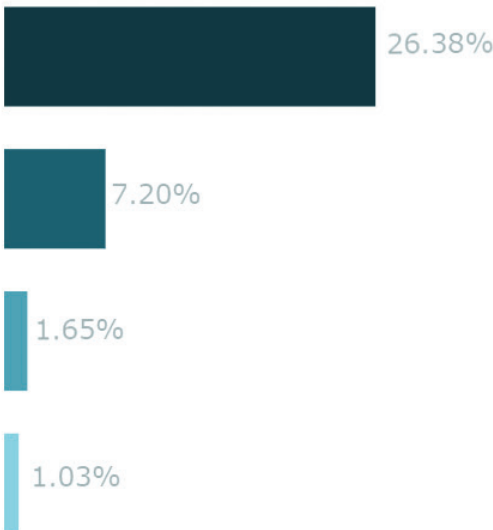


Average Stopped (18.47%)
Average Not Stopped (81.53%)

Overall Discipline

The Shakerite investigated discipline reports to the Ohio Department of Education. The site lumps all forms of discipline (suspension, expulsion, detention, etc.) into one category, but it still provides an accurate overall look at discipline at Shaker.

Average Percent of Race Disciplined in 2015-2016



Black Hispanic Multiracial White

Risk Behavior

The Youth Risk Behavior Survey polls students of Northeast, Ohio on delinquent and hazardous behavior (along with other non-problematic behaviors) such as alcohol or drug usage. The Shakerite survey of hallway behavior mimicked their self-reporting strategy. In both, the misbehavior of white and African-American children was not extremely different.

White Students



Drink Underage (28.60%)
Do Not Drink Underage (71.40%)

African-American Students



Drink Underage (37.20%)
Do Not Drink Underage (62.80%)

Illicit Drug Use



African American Students (44.85%)
White Students (55.15%)

READ MORE FROM THE INVESTIGATIONS SECTION, INCLUDING PAST ARTICLES ON SHAKER’S DISCIPLINARY SYSTEM, AT **SHAKERITE.COM**.

Teens Hit 'Send' on Indirect Messages

ASTRID BRAUN INVESTIGATIONS EDITOR

Illuminating students' electronic dependency and its impact

Shaker Heights High School has an addiction problem. In a Shakerite survey of 150 Shaker Heights High School students, 37 percent said they feel addicted to their electronic devices, while nationwide 50 percent of teens say they feel the same, according to Common Sense Media.

Students who said they felt addicted justified their answer with a variety of reasons.

"I always have to be up-to-date with friends and social media," wrote a student.

"I need it for Snapchat, and I put all my assignments on my phone," said another.

A third: "Feels like I'm missing something when I don't have my phone."

Connectivity expert Holland Haiis writes and speaks about technology use and its role in personal interactions and relationships. "It doesn't matter whether you're 16 or 46," she said. "It's so easy to say, 'I'm going to do this for 30 minutes,' and then, suddenly two hours later, you're still there and you don't know where the time has disappeared to."

Senior Anthony Collier believes the number does not seem unrealistic. "Thirty-seven percent. That's really a realistic number," he said. "People are always checking their phones. I try not to use my phone that much throughout the day. So looking around, I'm like, 'Wow, people use their phones a lot.'"

Math teacher Lori White agrees. "When we're done teaching, the first thing they want to do is pull it out," she said. "They're just such a distraction. Even when your phone is in your pocket, you think about it."

Online entertainment such as social media adheres to the same addictive template as a slot machine, Haiis explained. The brain rapidly and continually releases dopamine, the same feel-good chemical that is released when a person eats a favorite food or smokes marijuana.

Though there are few, if any, advantages to participating in addictive activities, technology is quickly taking a central



A photo illustration shows seniors Norah Clark, Billy Seguin and Brendan Frothingham spending their lunch periods with friends, and with phones. Students often describe lunch periods as being less than social as their peers spend time on social media.

role in school, the workplace and personal life. Communication through technology is more efficient, and social media enables long-distance communication that would not exist otherwise.

According to the Shakerite survey, Shaker students spend about three hours and 20 minutes each day on electronic devices for entertainment. Again, compared to the nationwide average -- nine hours -- the statistics look tame, but the hours add up. Each week, Shaker students spend 24 hours scrolling, instead of sleeping or doing homework. The survey also revealed that they sleep fewer than 7.5 hours per night, though the American Association of Pediatrics recommends eight to 10 hours for adolescents.

Freshman Stella Hubbard recognizes that her phone hurts her sleep. "It definitely keeps me up at night, because I have to go through all my social media before I go to sleep," she said. "I go on Snapchat, Twitter, Instagram -- before I go to sleep."

Sleep deprivation, in turn, said Haiis, often lead to higher stress levels. Students who sleep less work less efficiently and struggle to pay attention in class. However, stress also manifests as social anxiety and isolation, which can be caused by excessive time spent on social media.

Spanish teacher Melissa Albrecht sees students in her classes experience social anxiety. "They don't even have to be with that person -- they can just see what's going on," said Albrecht. "Then a lot of messages get misconstrued. They might mean one

**"Now we just
talk over the
phone or we're
texting, and
we're not
making those
real life
connections"**

**BRONWYN
WARNOCK**

thing, but the tone is taken another way."

Social media is, in fact, a slight misnomer, said Haiis. "Because we are social by nature, the mere name of social media is the misinterpreted understanding that in order to be social, we need social media, and that gives us a false sense of socialization," she said. "That is not socialization for a human being."

Human socialization, according to Haiis, involves touch, eye contact and speech. Texting excludes all three, but phone calls come closer to hitting the mark. White said the isolation has affected her relationship with her students. Students in the past interacted with her more, while her current students prefer to entertain themselves on their phones.

"I'll turn on my phone if we have five minutes left in class and the teacher is letting us all have free time," said Warnock. "I would say, like, nine out of 10 people in the class will pull out their phones, and we'll be on our phones the last five minutes."

Collier agreed. "If I just look up in the class, three quarters of the class might be on their phone," he said.

Technology has become an instructional staple as well. SmartBoards, student computers, Remind messages and trivia games, such as Kahoot, all contribute to education.

"With technology in general, we have access to all this information that we wouldn't really be able to access before. And with different ways of communication, that really helps," said Collier. "Technology has a big role in everyone's life."

But adolescents who do not interact enough with their teachers, parents and peers fail to develop the social skills required when developing deeper relationships.

“We are already seeing that there are generations who are having difficulty with human interaction,” said Haiis. “There are some children and adolescents who have a very difficult time holding eye contact. They cannot look at someone’s eyes.”

Warnock believes face-to-face interaction can change the dynamic of a conversation.

“There’s no way to really convey a mood or a tone over text message; that’s pretty hard,” she said.

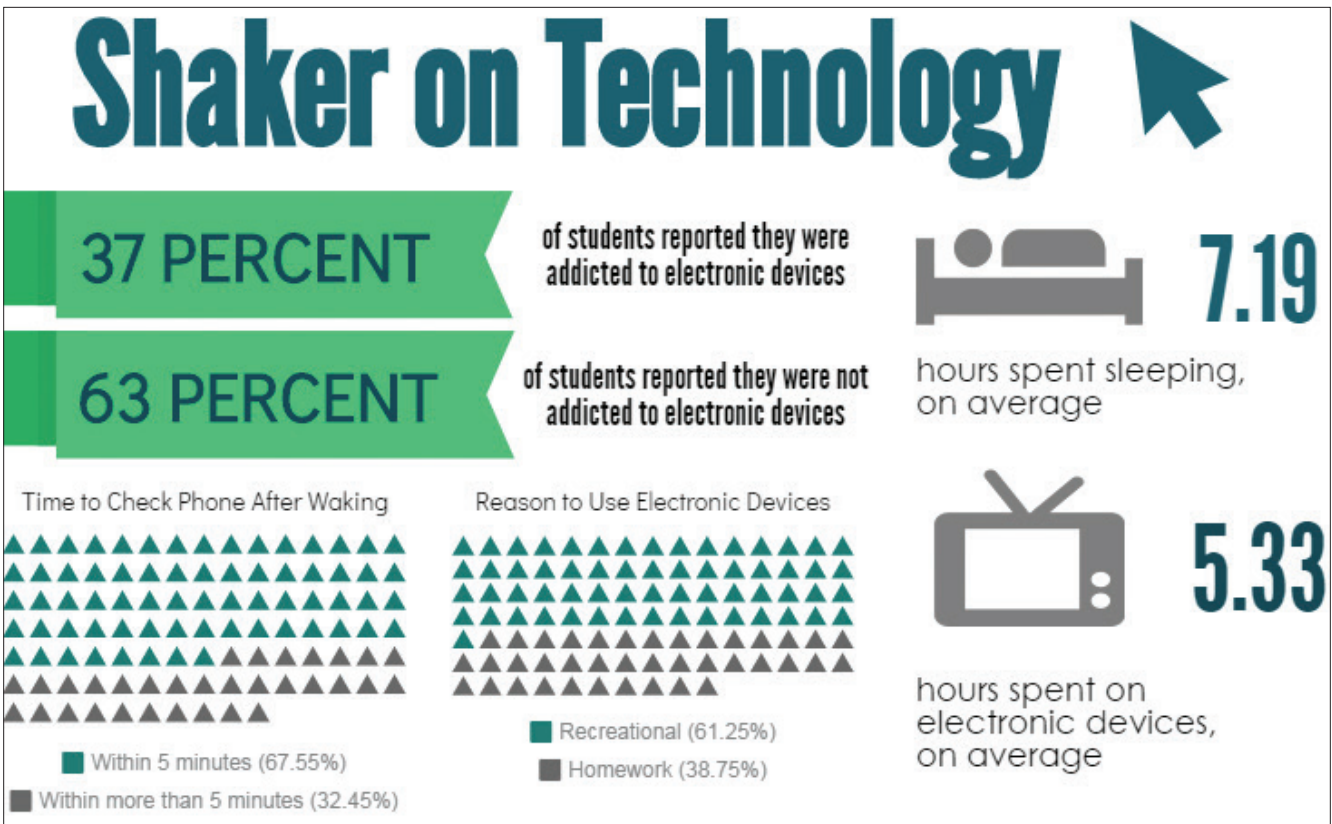
Collier agreed. He recounted a time when his phone broke, and he went without it for more than a month. He says he had more time to observe his classmates, and he noticed that they were rarely without their phones in hand.

Picture two students sitting in the back-seat of a car talking. During a lull in the conversation, one person whips out her phone and begins to text, without saying a word. While to some students, this is an everyday occurrence, others consider it disrespectful.

“It’s kind of an end to the conversation, or some way to deal with the awkwardness of the moment,” freshman Stella Hubbard said.

Junior Sonyette Ross disagreed. “It’s rude, but now that everyone is so used to being on their phones, they don’t think it’s rude because everybody does it so much.”

“At the moment, I don’t think I’d really feel anything -- I’d probably go on my phone and start texting someone -- but later, if I were to think back at it, I’d feel like ‘That’s how technology has affected our lives,’” Warnock said.



NORA SPADONI/THE SHAKERITE

Awkward, or “messy” conversations are essential experiences for adolescents, according to Haiis.

Through these conversations, teens learn how to cope with emotions as they emerge in the presence of others and respond appropriately.

Such skills don’t develop during texting conversations, where participants’ emotions are not visible and they have the chance think through their responses.

Warnock feels more connected to her peers when she has her phone, but she experiences the communication downsides with technology. “It’s affected our commu-

“There are generations who are having difficulty with human interaction.”
HOLLAND HAIIS

nication person to person,” she said. “Now we just talk over the phone or we’re texting, and we’re not actually making those real-life connections.”

Freshman Will Faust agreed. “It helps when I’m not with them because I can still talk to them and keep in touch, but when I’m with them they’re on their phone,” he said. “We’re all on our phones and not socializing.”

Ross experiences this behavior every day at her lunch table. “If we’re at lunch, they’re on their phones,” she said. “They kind of turn to their phone and have a conversation while they’re on their phone.”

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Today's Anti-Social Socialazing

Investigations Editor Astrid Braun urges peers to put down their phones, log off their social medias and to socialize

Electronics have always been present in my life. I got my first Kindle in fifth grade. In seventh grade, I got my first phone: an iPhone. In eighth grade, I received my dad's old Dell laptop. I used the Kindle to read, the laptop to write, and the iPhone to connect. I immediately made Instagram and Snapchat accounts, and discovered the wonderful time-saver that is texting.

Then, I had all the time in the world. I finished my homework by 8 p.m., which gave me time to read, Snapchat and scroll through Instagram.



Astrid Braun
Investigations Editor

On weekends, I could do the same, in addition to spending time with friends. I enjoyed seeing my friends after school, and Instagram provided a nice break from homework.

I suppose it was a honeymoon stage of sorts, in which I was only focused on the beneficial qualities of my relationship with my phone.

Freshman year began, and I found that texts were distracting, Instagram seemed monotonous and Snapchat faces were not quite the same as real faces.

I had less free time, which meant fewer get-togethers with friends and fewer books read for pleasure.

Somehow, I don't think I reduced my time allotted to social media at all. By the end of the school year, I had made up my mind. With a packed academic schedule and further reduction of my free time, I no longer had space in my life for my social media.

So, I deleted it.

I can't say that I never enjoyed the time I spent on social media. I can say that I have



MAGGIE SPIELMAN//THE SHAKERITE

had few regrets. In conversations about this or that photo someone posted, I am out of the loop, and I wish I could better uphold some of my past friendships. Deleting my social media has not opened up my time in any way -- sophomore year has kept me busy -- but I feel better.

There are plenty of scientific explanations for this, but I believe I've learned to socialize.

I've left my comfort zone, and been reminded that interacting with my classmates is enjoyable... until they pull out their phones.

I still use my phone. I do text my friends, and I will take photos on their Snapchat. If I interrupt someone while they are on a phone call, or while they are texting someone, I am in the wrong.

However, I would rather sit through the most awkward silence in the world with a friend than take out my phone to invite a third person into my conversation.

I don't feel that someone miles away should be my priority, and I don't feel that I should interrupt whoever I'm talking to.

Though I realize my peers will occasionally pull out phones to jumpstart conversations, I cannot understand how we can be talking one moment and texting the next.

When people reach for their phones during a conversation, I think they truly do not know the message they send -- unless they are purposefully trying to send it.

Shaker students are, if I may generalize, a wonderful group of people, though there are cases to be made against it. Some people, however, need to step back and

I've found that when I make a conscious effort to turn off my phone and connect with the people around me, I have never been let down.

look at the message they send when they send text messages.

It doesn't matter if you text your friend that I am the most delightful human being you have ever met: I only hear that you are no longer interested in talking.

It's frustrating to make an effort to talk to someone, only to find out that they have no desire to talk to you. What I see now are rooms of teenagers who would rather uphold their Snapchat streaks than turn and face the person beside them.

Imagine a day without phones, in which classrooms are filled with students who find that the person sitting next to them is not so terrible after all, and their teachers have interesting anecdotes to tell. Where friends at lunch tables look up and are fully present, instead of sticking their heads into 10 other worlds. Where car rides are opportunities to interact, and not time to be passed.

I look for a balance between the world of technology and the world of reality, so that we can make the most of our time alone, and the best of our time together.

This may not be the ideal for my peers -- if they prefer to be elsewhere, it is their decision -- but I advise them to try it.

I've found that when I make a conscious effort to turn off my phone and connect with the people around me, I have never been let down.

If you find yourself in a room full of people, you should take advantage of it, because in neglecting such opportunities, you may find yourself texting 30 friends and talking to none at all.

TRUMP DEGRADES THE PRESS, AND YOU SHOULD CARE

Lies -- not journalists -- are the enemy of the people

The media should be embarrassed and humiliated and keep its mouth shut and just listen for a while."

This isn't a quote from "Saturday Night Live." It's from Steve Bannon, the top adviser to the chief representative of American democracy, speaking to The New York Times.

While the fact that such a powerful political operative said such a thing isn't obscene enough, the rest of President Donald Trump's team continues to undermine the media and spew lies.

White House Press Secretary Sean Spicer spent his first press conference berating the press for its accurate coverage of Trump's inauguration crowd and exaggerating its size instead of defending the new president's controversial agenda.

Kellyanne Conway, counselor to President Trump, justified his controversial and currently tabled travel ban by citing the terrorists and "masterminds behind the Bowling Green massacre" -- an event that never happened.

The president would not be outdone, however. "Any negative polls are fake news, just like the CNN, ABC, NBC polls in the election," he tweeted Feb. 6.

These statements are not just untrue; their intention is despicable.

The leader of the largest, most powerful democracy on Earth and his executive team are peddling blatant lies in order to cover up disgusting policies.

Trump's political team is not the first to try to cower the media. Ari Fleischer, who was White House press secretary to President George W. Bush, once said after the events of September 11, 2001, "Americans . . . need to watch what they say." However disturbing, this comment, coming just days the gruesome terror attacks, pales in comparison to Trump's outrageous assault on the press and citizen dissent.

The media is not the "opposition party," as Bannon and Trump have claimed. The media checks the actions of our leaders. It is the essential piece that makes modern democracies work. By crippling and impairing this institution, Trump risks the destruction of our political system.

"The media is a check and balance of the government. When the media is destroyed, you don't have this other point of view," said Amanda Ersek, who teaches Global Studies and AP/IB World History. "The media and the government shouldn't get along. That's a critical viewpoint for the public."

'Rite Idea



President Donald Trump speaks in Trump Tower at the beginning of his presidential campaign. In his first month of his presidency, Trump has described mainstream media outlets such as the New York Times as "fake news."

Invalidating the media is the first step toward totalitarian regimes.

"I think the media plays an extremely important role as a watchdog," government teacher Brian Berger said. "When you take away that role, the government seizes more power."

The freedom of United States citizens depends on the information we receive from our leaders.

However, many times leaders purposely omit or manipulate crucial information to keep power. That is why the political media acts as watchdogs -- to discover the truth, put it into context and offer informed opinions about the government's actions.

What pundits, candidates, officeholders, and citizens alike often fail to recognize is that destroying the media is an excellent political strategy. However, that strategy succeeds at the expense of our democracy.

Political dialogue cannot thrive without the press. It is true that fake news is prevalent -- in a poll of 3,000 U.S. adults, 75 percent thought fake news headlines were accurate.

Even students and young adults, who are decidedly more internet savvy, struggle to detect fake news. In a Stanford University study in which the results were described as "dismaying," high school students couldn't tell a real and fake news source apart on Facebook.

Even in a separate study of students who attend Stanford, the most selective uni-

versity in the United States, the students couldn't identify a difference between a mainstream and fringe news source.

Critical thinking has never been more vital -- or in short supply. We must learn to identify lies. We cannot stop the Trump administration from flooding our minds and headlines with fake information, but we can learn how to discern facts from falsities through critical thinking.

In order to do this, click and read rather than reacting to an inflammatory headline; ensure the story includes facts attributed to reliable sources. Note the source of a story; if it's not a known news organization, treat it like a Wikipedia entry and keep searching until you can find the story's original source. If a comment comes from the president or his staff, visit a reliable outlet such as Politifact for a fact check.

And, above all, don't share any story, video or image unless your English teacher would accept it as a source in a research paper.

By actually reading or watching the news and truly thinking of the implications and biases present, we will defeat "Trumpism," or using lies to justify outrageous policies.

"I'm a true believer of the media," Berger said. I think you have to check the reliability and the credibility, but with mainstream media, I trust them."

Trump's team wants to discredit the media so that only they can give false information and get away with corruption if not dissolution of democracy.

If Trump convinces the public that the mainstream press is all fake, he can cover up any relationship his campaign staff had with Russia during the election by claiming that this is false as well, for example.

By discrediting the institution, they are doing the next best thing to exiling or murdering intellectuals and journalists, like Russian President Vladimir Putin and other authoritarian leaders.

Censoring the press is an obvious way to destroy it, but discrediting it is a sneakier, smarter way.

The media should not only contribute to the conversation, but mediate it. As members of the student media, The Shakerite seeks to provide useful and interesting information to students.

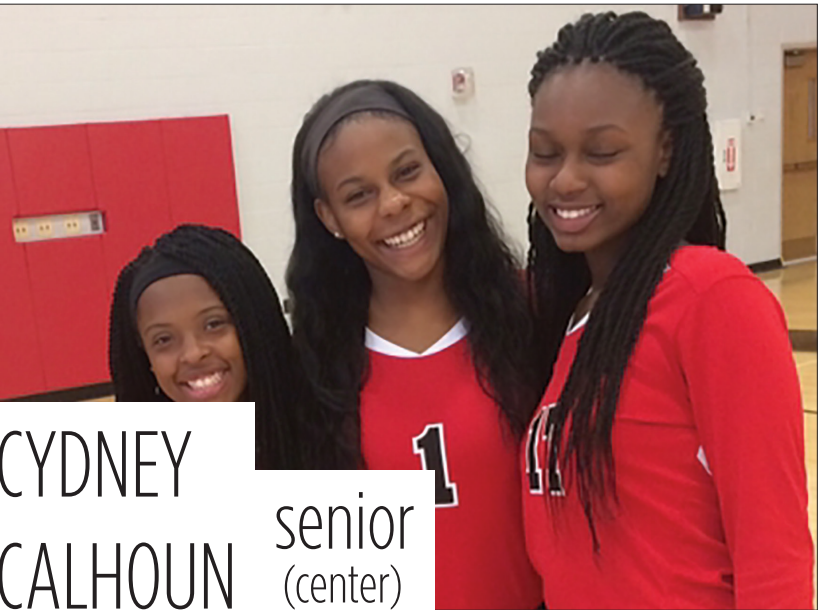
We are taught as we assume our roles in The Shakerite newsroom about the dangers of libel and fake information. In the end, falsity -- not the government -- should be the enemy of journalism.

Mr. Bannon, we, as The Shakerite, respectfully decline your offer. We will not keep our mouths, minds and eyes shut. We, the future generation, will keep our minds moving, our eyes watching, our ears listening. We won't stop. And we encourage others to do the same.

Critical thinking has never been more vital -- or in short supply. We must learn to identify lies.

Shaker on Speech

COMPILED AND EDITED BY NORA SPADONI, EDITOR-IN-CHIEF



CYDNEY
CALHOUN
senior
(center)

I am the son of two immigrants, but a U.S. citizen by birth. That being said, English was not my first language and when I was in grade school I could not wrap my head around slang. I did not understand how a word could have two very different meanings that were known only among the students, because few, if any, teachers used slang in their speech. Over the years I picked up on it, but did not make liberal use of it. I still find slang a little odd, but I’ve grown accustomed to it as time has moved on. I’ve also come to accept that slang is now a permanent part of the English language. Speech is an interesting thing to look at. In the United States we have freedom of speech; we can say whatever we would like to, within limits. No one is permitted to yell “Fire!” if there is no fire, and there are laws that protect against

speech with malicious intentions. But, other than that, as a citizen of the United States I am free to say whatever I would like. There is a slight problem in the system, however, that could lead to quite the predicament. If I see someone with a lot of power in my society speaking in a manner that is normally unacceptable, and they get away with it, I might be more inclined to indulge in speech that may or may not be considered free by the law of the land. Other people will as well, just like we saw in the last election.

Just as slang became integrated into our language and culture, the dangerous rhetoric coming from Washington could trigger a new normal for society. If that happens, it will be a scary thing. Politicians are arguably the most influential people in our world and that influence extends to speech. Donald Trump



TRES
ROEDER
member of
Shaker Heights
City Council

“Being a black woman in Shaker can mean so much.”

When it comes to my voice in Shaker, I think that I have one, but it isn’t really heard.

When I started high school, my teachers didn’t believe in me as a student. I had to prove myself to them, show them that I wanted to learn and I was serious about my grades. But, once I joined MAC Sister Scholars, I felt I was being taken more seriously and that my voice would start to be heard. I still think black students are looked down on as not being able to do well in school or as not that smart. So, why not prove that stereotype wrong and show that we can do well? That’s why I work hard in school, but of course it turns around and backfires because next thing you know two black kids are fighting in the hallway, bringing up those stereotypes again. Some black students don’t apply

Just as slang became integrated into our language and culture, the dangerous rhetoric coming from Washington could trigger a new normal for society.

“When you use your voice on an issue that matters, you are going to meet resistance.”

Our lives begin to end the day we become silent about things that matter.” - Martin Luther King, Jr.

In a democracy, our voices are our power. If we don’t use our voices, well, we are silent about things that matter.

Using your voice begins with listening. Here’s an example. When running for Shaker Heights City Council four years ago, I asked people what they thought about the city. Lots of people. I knocked on doors, attended over a hundred block parties, and engaged in thoughtful discussions in living rooms across the city. Common themes emerged. One was the need for an after-school place to hang out. Many high school students don’t have a place to go after school. Others are looking for a place to be with friends. The more people

Our changing political climate threatens to restrict what we can say and who can say it. The Shakerite wanted to combat that by featuring new voices different than our own. We asked three community members to share their experiences with speaking up in Shaker.

themselves to their work and rely on me for the work that they didn’t even try to do.

Living in Shaker for so long, I have witnessed changes, such as all the schools becoming IB. That was a good move for the school district, but, in the high school, the IB classes that are offered tend to be thought of as classes only for white students, with the lower-level classes being thought of as for black students. I don’t take any IB classes, although I have a few friends who are black and are in the IB program and are doing really well. Still, some activities at Shaker, like The Shakerite and Model UN, and certain sports, like cross-country and swimming, are mostly white. I wouldn’t want to do those activities because I wouldn’t want to be the only black kid there. I feel like I would be looked down on as not good enough and that

would make me uncomfortable.

I’m not saying that there’s one solution to solve this problem, but I think our school unity would be better if sports and activities were not so divided based on race. I wish more white and black people could talk amongst each other about topics having to do with race, without getting defensive or afraid to say what on their mind. We all know about how Sankofa is in February, but that’s the only time we celebrate black history and empowerment. So, why not have a group that is able to talk about the same issues that are brought up in Sankofa, but among students who aren’t just black and can be unafraid to talk about race, while seeing everyone else’s point of view? Otherwise, the stereotypes that are out there about black people will remain the same.

“We have freedom of speech; we can say whatever we would like to, within limits.”



MUIZZ
HASSANALI
senior

The more people I listened to, the more convinced I became this was an important need in our community.

Being a black woman in Shaker can mean something different to all the other black females that live, work and go to school here. Being a black woman in Shaker can mean so much. For me, I feel like Shaker has opened up opportunities, such as allowing me to take college classes in high school to get college credit. I’ve lived in Shaker since kindergarten and each year my experience here grows and helps shape me into the person I am today. Shaker gives everyone, whether they are students, parents, or just people in the community, an equal chance to live and work here.

Adults have respect for me because of the way I carry myself and don’t let myself be looked down on. However, other black students should start taking advantage of the fact that they can change the way society thinks of them.

will not be a smooth one. There will be civil unrest and, in my opinion, we have the right to be riled up by his speech. This discontent with the current political state of the country has allowed for chaos and resentment toward the governing body. Taken to its logical extreme, this situation would result in anarchy as two competing factions would ultimately tear the nation apart.

Another outcome of situation we find ourselves in today is that insensitive speech becomes the new normal. I certainly do not want that to happen and believe that there are other people that would not like hateful speech to become the new normal either. Speech is a powerful force in our society and its fluctuations over the course of the next political cycle could very well dictate the future of our society.

told to leave and had no other options. This new center fills that need.

Much of the resistance was from people who did not understand the concept. There’s an important lesson here. Sometimes, people genuinely disagree. In many cases, however, they don’t understand your goal. It’s important to know which of these you’re dealing with because how you respond will vary.

When you use your voice, particularly on an issue that matters, you are going to meet resistance. Expect it and plan for it. But don’t be deterred by it. Your guiding light should not be all those who resist, although you want to know their reasons for doing so. Your guiding light should come from within. Does it feel right to you? Is it an issue that matters? Does that quiet voice inside say, “Go for it?” If so, do it! Give it everything you have.

Win or lose, you will be fighting for something that matters.

It’s also invaluable to have allies in the fight. I was not alone. Many people, going back decades, have advocated for such a place. When you add your voice to a chorus of other like-minded people, it becomes even more powerful.

So, what happened? I’m pleased to report that council approved the new center! Now you’ll have a place to hang out after school. It is scheduled to open in the fall of 2017, and we hope to see you there. Contact me at tresroeder@gmail.com if you have an idea for what the new center should be named or what the center should offer. Ping pong? Charging stations? Informal programs on topics of interest to you? It’s time for your voice to be heard.

Trump Skips CIA Briefing To Eat Donuts



PHILIP KALAFATIS/THE SHAKERITE

Homeschool tutoring party derails meeting to discuss Russian relations

EMILY MONTENEGRO OPINION EDITOR

President Trump missed Friday's CIA briefing for his daily afternoon tutoring session in the White House's West Wing, sources confirm.

"I have great respect for the Classical Institute of Astronauts -- no one has more respect for them than me -- but it was the Valentine's Day party and Mrs. Teacher brought doughnuts, and I just had to be there, people. I had no other choice. There was absolutely no way out of it," Mr. Trump said at his official press conference the next day.

"He got a B minus on his spelling quiz, and I promised that if he got a passing grade on it, I'd bring him a doughnut," said Nancy Pence, mother of Vice President Mike Pence and aforementioned 'Mrs. Teacher.' "Honestly, I didn't think he would actually do it."

Pence volunteered to tutor Trump after widespread rumors gained traction

Emily Montenegro
Opinion Editor

during and after the election regarding his supposed illiteracy. She meets with him on Monday, Wednesday and Friday afternoons, after Trump's snack time, but before his TV time. "The progress is slow, as to be expected for a 70-year-old man, but he did pass his cursive lettering and multiplication units recently and got two solid gold stars!"

Kellyanne Conway, official counselor to the president during office hours and guidance counselor during school hours, reportedly sent a replacement to the press conference in his stead. Numerous photos show a baked Cheeto, wearing an overly-long tie and haphazardly-attached toupee, sitting in Mr. Trump's golden throne.

"See, and if you look at the photos, like, really look at them, you'll see that President Trump was there the whole time--just like he has been for this country and its people since dinosaurs roamed the earth," said Conway, before Trump admitted that a box of fried dough held him captive during the meeting.

The men around the table were not so easily fooled. "I knew something was up when the Cheeto didn't speak," said Michael Pompeo, director of the CIA. "Not even when someone remarked that Hillary Clinton won the popular vote."

Caught with his hand in the doughnut box, Trump begrudgingly sacrificed his recess time Tuesday afternoon to hold a

"I promised that if he got a passing grade, I'd bring him a doughnut."

NANCY PENCE

press conference explaining his actions. "Look, it's been real rough for me these past few weeks, especially in math, because the distributive property is bad," he said. "Just terrible. I'm going to talk to DeVos about banning it tomorrow, I promise you. But I'm here now, and I'm ready to work with you, the CIA, the other government staff, and you, the heterosexual white male American people! Just not today. I'm learning the doggy-paddle in P.E. today. But tomorrow, after nap time, I will make America Great Again!"

The Alternative News Section



WIKICOMMONS

It isn't news, but it isn't false news either -- at least by Kellyanne's logic. Welcome to The Shakerite's attempt at humor amidst all the insanity.

Dearest diary,

It's only February and 2017 is already the most tremendous year in history. Some Mexicans (not rapists -- these guys were amazing, great hombres) installed my solid gold toilet in the White House bathroom, finally. And some other stuff happened. January was huge! One day I woke up to a million trillion people outside my window in pink hats. The corrupt FAKE NEWS probably lied to them about the inauguration date. Terrible!

Hundreds of billions of people were in the airports last month, too, sources told me. Steve (Bannon -- Stevie, great guy) said they were so happy about the Muslim ban extreme vetting executive order that they wanted to come to D.C. and celebrate. Obstruction by Democrats! And last month I met with some guys about women's rights, and we all decided they shouldn't have them. I was too afraid to ask what a uterus is, but I've heard they have cooties. Gross! Then we braided each other's toupees and played Grab, Marry, Divorce. I would grab any woman ever because I'm a celebrity so I can and it's great; marry Vladimir because he's my one true love; divorce Chris Christie because he's too clingy.

At our sleepover that night I thought a ghost was in the room but it was just Kellyanne. Except I forgot who she was and called security and they took her somewhere. She's probably OK, though. I have to ~~recharge my batteries~~ sleep now because making America Great Again takes a lot of energy. Goodnight, moon. Goodnight, Kanye. Goodnight, America.

XOXOXOXOXOXOXO The Donald

Defining The Prosperous Voice of Activism

ROWAN GINGERICH SPOTLIGHT EDITOR

Colin Jackson, a field director for Americans for Prosperity, is influencing others to become activists. Jackson ('09) grew up on North Park and attended Shaker schools. "We were one of, maybe, two black families," he said. "So, coming to Boulevard, outside of my immediate family and who my parents introduced me to, that was my first time really getting to interact with other African-American kids."

Retired social studies teacher Joseph Houser taught Jackson in his African-American history class. "He was great as a student," he said. "He always asked important questions."

Jackson also wrote for The Shakerite and was a leader in the Student Group on Race Relations, but he became involved in politics with the election of Barack Obama. "The interesting part about that is, I was one of the only African-American kids in Shaker who was not completely on the Obama train in 2008," Jackson said.

"He was interested in some of the political things that were going on as it pertained to African-American history," Houser said.

"What's wrong with me and having a different opinion and being a young black kid in Shaker?" Jackson said. "I realized if we, as African Americans, vote for Barack Obama just because he's black, or just vote for a Democrat every time, they're never going to value our vote. So, I opened myself up to ideas and realized I was conservative and wanted to be an activist."

Jackson graduated from the University of Kentucky in 2013. "I went there with the specific reason to burst my Shaker bubble," he said. "You never really realize how much you like Shaker until you leave it. Shaker is a place you enjoy yourself, for the most part, and can have a part in the community no matter who you are. I didn't realize how much I loved growing up here."

In college, Jackson worked in the office for U. S. Senator Rob Portman of Ohio. "I'm very happy to say that he had an excellent internship with us," said Lucy Stickman, who was office director during Jackson's time there. "He had a smile on his face, a big heart and lots of enthusiasm."

"I remember he went to a senior event once and I go, 'Oh, well, he's so young,'" Stickman said. "He had the time of his life. He enjoyed anything we sent him to. He appreciated it and he realized how important every one of his assignments were."

Before joining Americans for Prosperity, Jackson worked the Republican Party of Cuyahoga County. "Again, there, I'm still doing the same thing. I'm going to people

and saying, 'Hey, this American dream still lives,'" he said. "Now, I'm just educating and engaging people for the simple fact that I want you to know that there's a way, especially for minorities and young people."

For the past year and a half, Jackson has worked for AFP, a nonprofit organization that combats issues surrounding economic liberty, including lowering taxes, controlling government spending and striving for a better economy.

According to Jackson, the incorporation of small businesses is an important step for citizens to gain independence from the government. "What really gives a person worth, and really makes them feel whole, is that independence," he said. "Dependency on the government makes you feel less independent. It's like living with your parents for your entire life."

"At AFP, I try to let people know that the American dream is still alive. The American dream . . . is really whatever allows you to be prosperous and care for your family. That's why we're Americans For Prosperity."

The organization includes both not-for-profit and for-profit components. The not-for-profit side focuses mainly on educating people, while the for-profit side focuses on voter contact. "So, we'll be calling people and telling them, 'Hey, did you know your legislator voted on this? Is that something you support?'" Jackson said.

AFP educates the public through events in which they speak about how to be more active in politics. "We do events from budgeting to how to read your paystub and understanding how to influence your legislators," Jackson said. "So, we're talking about being activists and things like that. Trying to change things in the world, well . . . We actually go out and educate people on those tactics so they can effect change."

"We don't want to tell you how to think," Jackson said. "We just want to arm you with tools to find the information and make some decisions. That's a lot of fun for us."

As a field director, Jackson organizes these events. "I love it. I wouldn't want to do anything else," he said. "Politics is fun, but what I do now at AFP is really just about helping people. At the end of the day, I feel like what I know about the world, and some of the things I see, that's jargon to most people. That's the thing that [Shakerite adviser] Natalie [Sekicky] always said: 'You got to cut it with the jargon sometimes and just say what you mean.' That's what I feel like I do for people. That feels good."

Stickman said Jackson's sincerity defines him. "He's so great in the position he holds



COURTESY OF COLIN JACKSON

Activist and Republican Colin Jackson ('09) has transferred lessons learned during his time in Shaker to a career of social, political and economic activism.



COURTESY OF COLIN JACKSON

Jackson and fellow activists at an Ohio Americans for Prosperity event, the non-profit organization focuses on issues of government regulations and economic prosperity.

"I realized if we, as African Americans, vote for Barack Obama just because he's black, or just vote for a Democrat every time, they're never going to value our vote. So, I opened myself up to ideas and realized I was conservative and wanted to be an activist."

COLIN JACKSON

right now," Stickman said. "He likes people. He wants to know what their concerns are. You can't fake that real concern."

Jackson believes the Trump administration will eventually grow to govern collaboratively and enact agreeable policies. "After we all figure out what we don't like about Donald Trump and what we can't stand about his people, we then figure out what we can talk to them about and what we do have common goals for."

Jackson has learned things in Shaker that have remained relevant in his career. He noted the influences of SGORR founder Marcia Jaffe and Sekicky. "It's about helping people," he said. "And that's what I learned from Ms. Jaffe at SGORR. That's what I learned from Natalie about being unbiased and really examining things for what they are."

In the future, Jackson hopes to help improve more people's lives. "I want to be involved in the community as much as possible," he said.

Stickman hopes Jackson will run for office one day. "I often told him I'd run his campaign," she said. "We've come to grow from our mentor and mentee relationship that we had. I consider him a very close friend now and almost like a son to me."

"Politics is my passion because it changes so much for people's lives," Jackson said. "Those really big, complicated policies have really direct effects on people's lives. And for me being one person, it's hard to help everybody. But with policy and politics, I feel that's a way I can help a lot of people by just doing my job on a daily basis."

A Resource For Students, From Students

Students unaware of useful peer-driven tutoring center

EMILY BOARDMAN SPOTLIGHT EDITOR

With class time giving way to testing and class sizes increasing, students and teachers have fewer chances to work closely. Fortunately, there's a little-known resource ready to help students in the second floor science wing.

The Shaker Heights High School Academic Resource Center first opened its doors in the 1980s. Back then, it was called the tutoring center. The name change occurred recently, when retired health teacher Hubert McIntyre became supervisor.

"I wanted to change it to make it a little more user-friendly," said McIntyre, who wanted to make sure that the space was available for students who need assistance with academic questions outside of particular classes. "Questions that they would come in with might not necessarily be centered around a problem, but still reflected academic issues," he said. The ARC's goal is to help students learn how to study, not just provide assistance with difficult assignments.

The ARC is open on Tuesdays, Wednesdays and Thursdays from 4-6 p.m. in Room 254; students may also use the computer lab across the hall in Room 258 from 3-6 p.m.

McIntyre said that the ARC offers an open atmosphere for students seeking assistance. "If you need help, fine. If you need assistance, there's someone there that's more than willing to help you, and the tutors are very inviting in regards to that respect," he said.

Junior Cielle Brady visits every Tuesday and Wednesday and loves the center. "It's that personal kind of hands-on learning environment," she said.

"I like how I get my work done more and I feel more focused here," said junior Hannah Givens. "I like the environment around here. It's quiet."

McIntyre said students can receive help in diverse subjects. "Every day we have math and science," he said. "Foreign language varies, but with the other courses, it doesn't matter because the tutors are well versed in many subjects." Students can get help in classes that tutors have taken.

Senior Declan O'Connor is one of the 12 tutors who work in the center. "I primarily help with math and science, although I can help with Chinese," he said.

When the tutoring center began, tutors were all teachers. However, once McIntyre became the manager, he started to involve students as well. "It really became pretty evident to me that the students were really capable of helping; the upperclassmen, the



EMILY BOARDMAN//THE SHAKERITE

Students and tutors are often seen working together in the high school's Academic Resource Center. The center is open on Tuesdays, Wednesdays and Thursdays from 4-6 p.m. ARC Supervisor Hubert McIntyre said, "I think there's always room for inviting new kids to come in, and the tutors are excellent; they're very excited about being apart of the program, so it's a win-win situation."

Advanced Placement students, were really capable of working with the ninth graders and the tenth-grade students," he said.

"It's a good way for the older students in high school to give back," said senior ARC tutor Maria Suresh. "For the students who have made use of the program, it has been helpful, but I don't really think many students know about it or try it out," she said.

Tutors are chosen from a pool of students in calculus classes. Teachers give recommendations to McIntyre, who then interviews them when school begins. "We have a couple days of training where we do a lot of role-playing situations with types of issues that might occur and giving them a chance to get together as a team," McIntyre said. This school year, four of the 12 tutors are scheduled to work each night.

"One of the main goals is to get the word out to students that there is a place that is a quiet place where you can do your work," McIntyre said. He stressed the importance of the ARC being available and providing a resource for students before they go home.

The ARC's biggest challenge is attracting students. "There's a misconception that it's only tutoring, but it's available to anyone, and anyone can come in as a place to just do their work," Khatri said. The student staff and McIntyre have tried various ways to inform students about the opportunity to use the ARC to their advantage. "We have been advertising a lot -- for example, in con-

"It's that personal kind of hands on learning environment."

CIELLE BRADY

ferences and having posters and announcements -- but it's still the same," Khatri said.

"It's here for us, and it's a shame that not a lot of people take advantage of it," Brady said.

"I think there's always room for inviting new kids to come in, and the tutors are excellent; they're very excited about being apart of the program, so it's a win-win situation," McIntyre said.

McIntyre added that the center is also a very important to the tutors because reviewing is learning again, and getting the opportunity to teach fellow students helps to build a strong foundation.

Senior tutor Rahksha Khatri said, "It's a good experience because I get to see how I am applying my previous knowledge, and then when I'm trying to help these students, I kind of realize that I do know the material from the previous years."

"It's helped me learn the subjects better since I just know how to do it, but knowing why it works and explaining it to other people has helped me realize that myself," O'Connor said.

"More students can come into it and utilize this resource that's available to anyone for free, and it allows a time to get your work done or use the computer lab, which is available to everyone," Khatri said.

McIntyre said, "Students always feel welcomed to be there, because that's why we're there."

Shooting Prevention, Not Paranoia

We must act to prevent gun violence through government action, rather than focusing on the stereotypes associated with shooters

EMLIE EVANS LIFESTYLE EDITOR

A high school boy named Evan is communicating with an anonymous person by writing messages on a desk in the library. They communicate for days until finally he asks for a name, but when he comes back to check for a response, the library is closed for the summer.

When Evan is signing a girl's yearbook later that day, her friend notices the handwriting and asks if he was the boy writing on the desk. They all laugh and start to talk about it when the gym door flies open, and in walks a boy who pulls out a rifle and cocks it as screaming, terrified students flee the gym.

Analysis

This dramatization, which appeared in social media feeds in December as a public service announcement video, was released by Sandy Hook Promise, an organization that strives to raise awareness about the signs that a student may exhibit while contemplating a shooting. After the gym scene, the video revisits the earlier scenes and, through alternative camera angles, slowly reveals that the shooter was in the background all the while -- being bullied or worshipping guns or avoiding social interaction. The video suggests that knowing these signs could help prevent another mass shooting.

And prevention is a noble goal. Every day in the United States, 314 people are shot. Of those, 41 are younger than 18, according to Sandy Hook Promise.

The organization's website states that students who commit shootings could be victims of long-term bullying and may demonstrate feelings of persecution. Other signs could be an infatuation with firearms and mass shootings as well as "gestures of violence and low commitment or aspirations toward school, or sudden change in academic performance."

Sandy Hook Promise clarifies that, "It's important to know that one warning sign on its own does not mean a person is plan-



SANDY HOOK PROMISE

A still from a PSA released by Sandy Hook Promise about the importance of knowing the signs one may exhibit while planning a shooting.

"It's important to know that one warning sign on its own does not mean a person is planning an act of violence. But when many connected or cumulative signs are observed over a period of time, it could mean that the person is heading down a pathway towards violence or self-harm."

SANDY HOOK PROMISE

ning an act of violence. But when many connected or cumulative signs are observed over a period of time, it could mean that the person is heading down a pathway towards violence or self-harm."

The video tricks us into feeling horrible for not noticing the signs of a distressed student, but then the organization says that people who exhibit these signs may not even be school shooters. This is paradoxical. The weight is on our shoulders to examine our classmates. Yet, clues we are to notice may not be evidence of danger.

Troubled students were usually regarded as depressed and a danger to themselves, but since the 1999 shooting at Columbine High School in Colorado, could it be that troubled teens are more likely to harm others?

In one of the worst school shootings in America, two Columbine seniors, Eric Harris and Dylan Klebold, killed 13 students and teachers and injured 20 others before shooting themselves. The Columbine shooting is credited for galvanizing schools to prevent similar incidents. Schools started to enact zero tolerance policies in an effort to decrease violence. This effort eliminated the decision that school officials had to make when deciding who is dangerous and who's accidentally breaking the rules, according to "The Columbine Effect," an article published in TIME Magazine.

In 2005, the Ohio general assembly introduced State House Bill 422, which im-

plemented lockdown drills in schools. It was approved in 2006. Now, Ohio students practice three times a year.

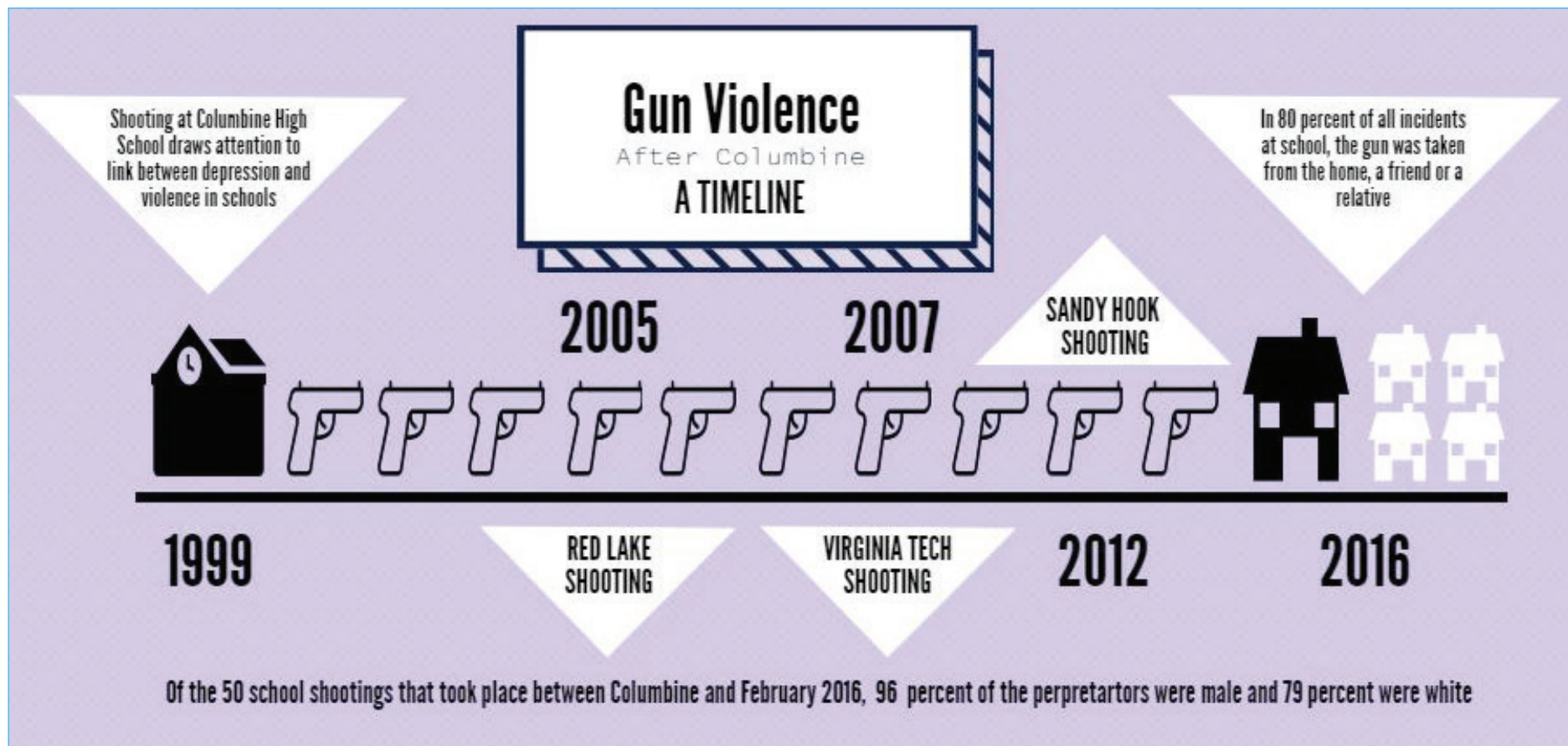
It's important to note that Columbine was the turning point, after which the media, school administrators, and psychologists identified a link between depression and violence toward one's peers. The same TIME article reported on a student who was disciplined for sporting blue hair because the color was seen as "an omen of antisocial, possibly even violent behavior." Expressing yourself through haircolor now has become intertwined with being goth, and it's a common stereotype that goth students are more likely to be violent.

"There is this view that an emo person is unstable and can hurt a lot of people," junior Brian Ford said. This stereotype has evolved into what it is now: the lonely, bullied, goth white boy who sits alone in the cafeteria, loves guns, and is going to shoot up the school if people don't leave him alone.

The Sandy Hook Promise organization relied on this image when it released the PSA about Evan, who was too focused on a mystery girl to notice that a lonely, bullied, goth white boy who sits alone in the cafeteria and is infatuated with guns was planning a shooting.

"I feel as though it is just that most school shootings that are shown in the news, the shooter is more often than not, white and a boy," Ford said.

In truth, according to ABC news, of the



GRACE LOUGHEED/THE SHAKERITE

50 shootings that took place between Columbine and February 2016, 96 percent of the shooters were male. And according to Political Research Associates, 79 percent of the perpetrators were white. These numbers are the reason for the stereotype that has now become so well known.

Ironically, due to these statistics, white teenage males could be victims of a stereotype. They now must watch their appearance and behavior at school, as they could be perceived as a potential shooter if bullied. How the tables have turned.

Since Columbine, the rise of the internet has brought more and more attention to school shooting and shooters. Coverage of these incidents may make the idea attractive to potential shooters, who feel attacked by their peers and want to be remembered.

"There have been school shootings and school bombings dating back to the early 1900's, except now it's in the media more so it gets shared on Facebook and Twitter, and everything gets retweeted and reposted," school psychologist Sagar Patel said.

Patel said that this sensationalization of bombings on the news can lead to copycat incidents. He listed the Virginia Tech shooting as an example. The perpetrator emailed videos to news organizations before killing himself and 32 others.

"Then a couple days later, when the news stations got those tapes, they played them all over the news," said Patel, "and that's when the American Psychological Association stood up and said you need to get these off the air right now."

The entertainment industry contributes, too. Hollywood produces crime TV shows by the dozens, and shooting games have captivated adolescents for decades. Violence is glorified in games such as "Call Of Duty,"

where players are trained how to shoot to kill, and killing is normalized on shows such as "How To Get Away With Murder."

Before society was surrounded by this glorification of violence, a troubled student may not have lashed out at others. But now the idea of mass murder has been planted in their brains by inescapable messages and images.

So Hollywood continues to profit from violence, and Congressmen continue to reap donations for refusing to regulate semi-automatic weapons. The only solution to mass shootings at school, then, is for teenagers to be suspicious of lonely classmates? There's more than one solution to the gun problem than "See something, say something."

We should do something about the heart of the problem: guns. Adults in positions of power should put a stop to gun violence instead of putting the weight of prevention on struggling adolescents.

The problem that arises with the 'if you see something, say something' rule, is that it's unclear what's a joke and what's not on social media. According to Sandy Hook Promise, the shooter expressed his intentions in four out of five cases, which includes unreported threats on social media. If people want real threats to be reported, they shouldn't post their gun violence jokes on social media.

"I think social media has made the lines blurrier because people can't tell whether a picture of gun or a statement is serious or just for attention," said junior Meredith Modlin.

Of course, in the case of a blatant tweet or an Instagram post of a selfie captioned, "See you at school," students should notify adults.

But are we really responsible for noticing

"There have been school shootings and school bombings dating back to the early 1900's, except now it's in the media more so it gets shared on Facebook and Twitter, and everything gets retweeted and reposted."

SAGAR PATEL

a classmate reading a catalogue about guns? If we do notice, what must we do? Turn him in for reading?

It's easy in hindsight to say, "Oh, Johnny read about guns and sat alone in the cafeteria. That was obviously a sign. I can't believe we didn't notice!" But people have their own lives and problems to face. With their own school work to complete must they simultaneously monitor what other students are researching? This is too much to ask of already stressed students.

Implementing tighter gun laws seems easier than expecting students to become amateur detectives. According to Sandy Hook Promise, in 80 percent of all school shootings, the gun belonged to a friend or relative and was taken from the home. In addition, "Approximately half of all gun owners don't lock up their guns in their homes, including 40 percent of households with kids under age 18."

It should never be this easy for a student to get a gun.

We need fewer unstable people with access to semi-automatic weapons, not more. Congress has persisted in defense of the second amendment, nevertheless. According to USA today, the Senate voted Feb. 8 to "overturn a rule barring gun ownership for some who have been deemed mentally impaired."

I wish that America would act to prevent gun violence rather than just look for signs of a threat. But if the slaughter of 27 elementary school students and teachers at Sandy Hook Elementary wasn't enough to change the minds of Congress about guns, what will?

Lifestyle Editor Maggie Spielman contributed reporting.

Shakerite Alum Confronts Race in Debut Novel

EMILY MONTENEGRO OPINION EDITOR

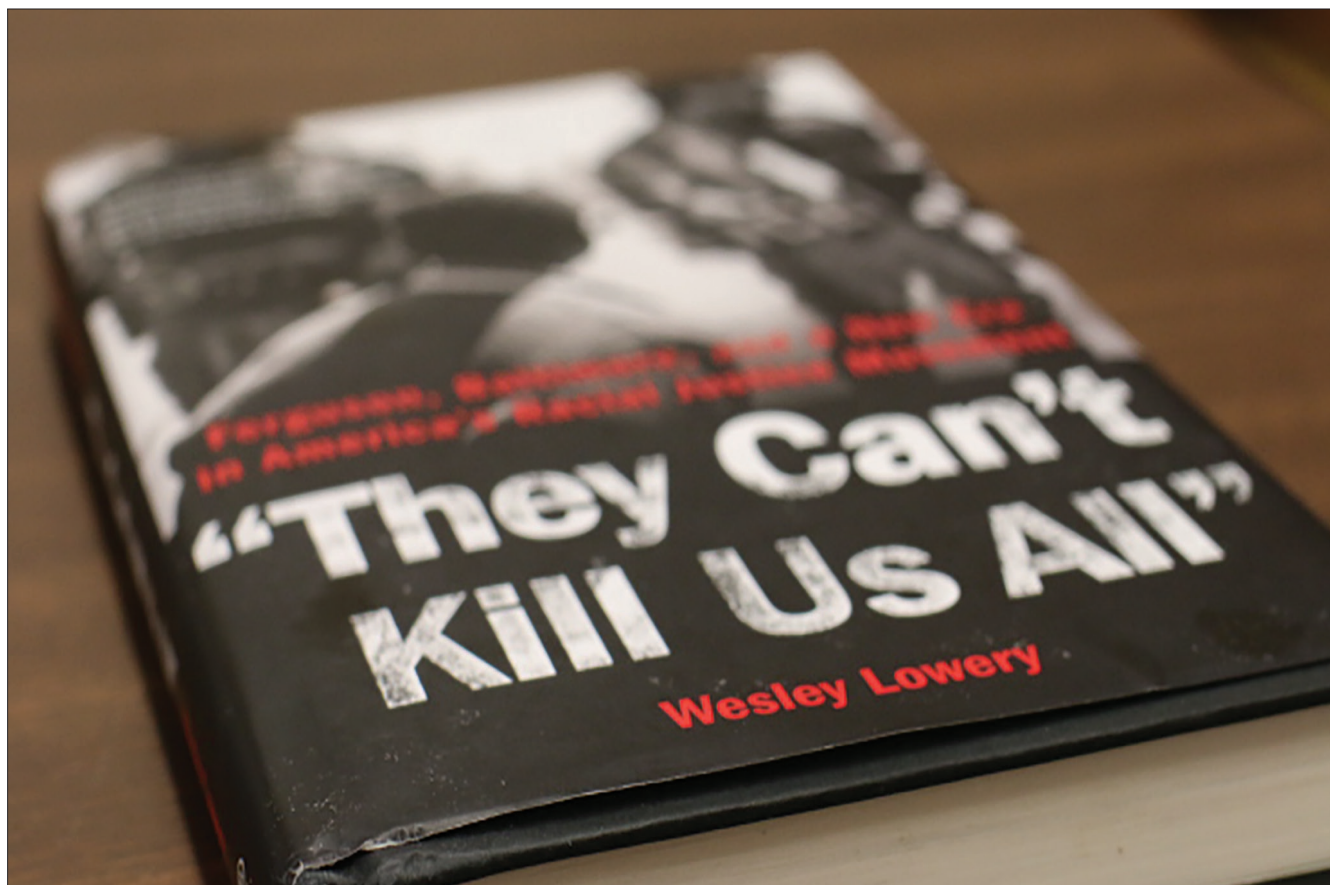
Race relations in America have never been, ironically, black and white. Systemic oppression of black Americans throughout American history has resulted in fluctuating waves of outrage (think: the Civil War, or the Civil Rights Movement of the 1960s). Unfortunately, racial justice movements

are so scattered along our nation's timeline that most U.S. history textbooks offer only a cluster of paragraphs regarding the most significant successes for black American activists; they dip a toe into the pool, test the waters, but their page limit and general fear of the Texas Board of Education prohibits them from diving into the details.

Wesley Lowery, however, has taken the plunge.

"They Can't Kill Us All" is Lowery's attempt to document America's newest wave of the racial justice movement, from Ferguson to Charleston and back again. It is anything but an easy task, especially considering how significantly social media and trending hashtags have and continue to shape it. Luckily, Lowery is exactly the man for the task.

Lowery ('08), who was Shakerite editor in chief as a senior, is a famously bold and brave reporter, currently employed at the Washington Post. He is known for chasing after stories, literally and figuratively. As a Boston Globe reporter fresh out of Ohio University, he tweeted from outside the 2013 Boston Marathon bombers' apartment, and he and a partner followed law enforcement officers as they hunted the Tsarnaev brothers. He also camped out in a Boston-area funeral home and reported on the owner's decision to accept the body of the deceased Tsarnaev brother. His efforts, along with those of his Globe colleagues, earned a Pulitzer Prize for breaking news coverage. No other story he covered after that bombing would require such urgent, live coverage until he was sent to Ferguson, Missouri in August, 2014, after a police officer shot and killed Michael Brown.



ZACHARY NOSANCHUK/THE SHAKERITE

Brown's death sparked a flame, quickly spreading nationwide and drawing attention to police treatment of black Americans. Each of the five main sections of "They Can't Kill Us All" highlights a significant moment in this rapidly expanding wave of America's racial justice movement. The narrative begins where today's racial justice movement's spark caught fire: Ferguson, Missouri.

Brown's body lay on the Ferguson pavement for 4.5 hours after officer Darren Wilson shot and killed the unarmed 18 year old on Aug. 9, 2014. The city mourned with confusion, frustration and pain. Why did this officer, sworn to protect him, fire 12 rounds at an unarmed teenager? The jury's later decision against indicting officer Wilson was met with public resistance via protests, both peaceful and extreme. As police responded with tear gas and riot gear, rogue protesters escalated the chanting and marching by setting a QuikTrip gas station ablaze.

By then, journalists -- including Lowery -- had flocked to Ferguson. Lowery would be one of the first reporters arrested for seemingly no reason at a McDonald's near the crime scene. After hours in a cell, he was released to continue reporting the protests, emotions and facts unfolding in Ferguson.

Ferguson was the first of many stops over the next few years. In each chapter, Lowery focuses on another city where African-American citizens died at the hands of police or, in the case of Charleston, S.C., a white male who murdered church congregants in hopes of starting a race war. Lowery provides facts, insight, interviews, personal testimony and experience that no history textbook or compilation of news

"They Can't Kill Us All' is Lowery's attempt to document America's newest wave of the racial justice movement, from Ferguson to Charleston and back again."



Wesley Lowery

articles could fully deliver.

Lowery even draws parallels between the slain black men whose stories he researched and himself, a biracial reporter who was a SGORR leader at Shaker. When he returns to Cleveland to cover Tamir Rice's death and the city's response, he reflects on his unique connection with his stories. For instance, he notes how frequently he'd roamed the unfamiliar suburbs around Shaker Heights during his teenage years, often wearing a hoodie and baggy jeans, his appearance strikingly similar to that of Trayvon Martin. "How many times was I one overzealous neighborhood watchman away from death?" Lowery writes. His reflections on shared identity but different fates drives an incomparably compelling story.

Understandably, such an ambitious book is not without flaws. Connecting the number of people, places, incidents, tweets, hashtags, jurisdictions, facts, opinions and years of reporting is anything but an easy task. Lowery manages to pack it all in one publication, but the writing is occasionally verbose and exhaustingly descriptive.

However, the pros generously outweigh the cons. Lowery is honest and personal when it's appropriate, and professionally detached where the facts are the priority. Overall, "They Can't Kill Us All" is an impressive blend of storytelling and journalism, a must-read for anyone devoted to, interested in, or remotely following the racial justice movement in the United States. No other resource offers such a complete and comprehensive account of today's movement. As Lowery wrote, "The story of Ferguson remains the story of America."

If this is assertion is true, then I'm certainly glad Wesley Lowery is the one telling the story.

STYLE

Shaker's diversity is evident in the distinct ways we express ourselves. Six students share the expressive roles hair and style have played in their lives.

ELENA WEINGART INVESTIGATIONS REPORTER

*These quotes have been edited
by The Shakerite for clarity.*

Brynn Williams, junior

I feel like my style is just a part of me. I try to stand out just because standing out is important to me.

I feel like my style is pretty different and has a sort of '90s vibe to it. I wear a lot of high-waisted jeans and I wear a lot of colors because I like to stand out.

I feel being able to express myself, I feel like I wouldn't be the person I am right now. I feel like it enhances my personality because I'm very silly.

I wanted to try something new with my hair, so freshman year I decided just to cut it all off and ever since then I have been

dyeing it, and it has just become a part of me.

I've always wanted to be a model but I felt like I didn't have the conventional look of a typical model.

Growing up, I realized that there are so many forms of beauty and I want to be able to showcase that through modeling and make sure that all girls know that they're beautiful regardless of skin color, size and whatever else.

I hope I'll be able to do more modeling this year and in the future and want to take advantage of every opportunity I can get."



JOSH PRICE //THE SHAKERITE

Toni Watterson, junior

I think it's really important for people to be able to express themselves through their clothes, hair and makeup.

When I went to a private school--Hathaway Brown School for good six years--I thought it was rather soul sucking, because we were all wearing the same thing.

Here at Shaker you are free to express yourself. You don't even need to say anything, and people just know what kind of person you are.

Personally, I don't think I really have what I would call a specific style right now.

There was a time where I wanted to be

emo and then the "emo phase" happened. I still have slightly "emo hair."

I basically wear what I want and whatever I'm comfortable with. I feel like I am sort of--not quite--grunge. I don't want to say hipster, but I'm a little bit hipster.

I used to dye my hair, too and that was part of how I expressed myself.

I expressed myself through music, too. I was in a band where I wrote original pop punk music and played it.

Personal style and the way I express myself is very important to me. Without being able to express myself, I would not be the person I am today."



JOSH PRICE //THE SHAKERITE

Jasmine Pipkins, junior

Some people are really into fashion, so I think it's pretty cool that they can express themselves with what they wear and how they present themselves.

Personally, I think style and expression is a way to say something without really having to say it. I'm really into music and I express myself through music; I play the drums and piano and I do a lot of different genres. I play funk, gospel and jazz. When I play, it's a way to express how I feel. Some people do it through art, fashion, dance, but I express myself through music be-

cause sometimes you say what you have to say without actually saying it.

I got started playing the drums in Woodbury during sixth grade when my instructor suggested that I try percussion, and I ended up really liking it. It grew on me and became my passion.

Some of the people I listen to give me a lot of inspiration of how I present myself. I'll get different things for my hair, like the beads and hoops show that I'm a fan of those people and I take inspiration from them."



JOSH PRICE //THE SHAKERITE



JOSH PRICE //THE SHAKERITE

Autumn Hamilton, junior

I'm really passionate about music--that's what I want to do for the rest of my life."

I started singing when I was about four or five years old. When I was younger I loved singing, but I was too self conscious to have people listen to me.

I was nervous about people saying that my voice sucked. It took me a long time to embrace my voice, but now I know that it doesn't matter what anybody says.

Before I started singing in front of people and really embracing my voice, my style was more confined.

The styles that I wear now are so different from what I used to wear. I've gained a lot of confidence in myself.

I feel like everyone has their own style, and everyone should be able to express themselves--and people shouldn't be judged for it.

My personal style and expression really just depends on the day. I can be girly or I could dress goth, but it really just depends on what I feel like wearing.

When I dress the way I want to, I feel more confident, so I project that out through my style. As an individual, I think expressing myself is something that makes me, me. For example, as a singer, I love expressing myself through music.

I feel like if I weren't able to express myself I would be nothing."

Kyla Lawson, senior

I think the most important thing to do is expressing who you are.

I think my style is pretty out there, and it's something that most people might not want to wear. I think my look has a wow factor to it. I think my friends would describe my style as pretty alternative.

I think I make a point to people that don't already know me that I don't care what they think of me. I'll just do what I want. I'm going to dress how I want to and not really follow any trends.

I feel like my hair being a different color lets you know that I'm different and I'm going to be who I want to.

Some people say not to be myself, be-

cause people might make fun of me, but I know I need to be myself no matter what.

I'm very passionate about writing. I love to write freely. I write poetry and fiction.

I express myself by looking at the world differently and writing about the world in a way that most people wouldn't really want to hear because it's about a darker topic.

I think the way that I write is especially important because it's a way to show how I'm actually feeling. Most of the stuff I write about has to do with taking light out of a darker situation.

I like to find the beauty in more run down urban areas. My writing is just another form of my expression."



JOSH PRICE //THE SHAKERITE

Nolan Juaire, junior

Style is a way for people to express themselves without literally having to say something.

I think that if people are unique in the way that they dress, it expresses a part of themselves that they might not get to show to people.

I honestly try to be unique. I express that through my hair mostly, because I've dyed it so many colors. I would say that that's my way of being different. My hairstyle is a way of expressing myself in a unique way without off putting other people.

I would define my style as punk. I wear black jeans, button up shirts--have dyed hair. I'd say that's pretty punk.

You're not supposed to judge a book by it's cover, but if you see me, you're going to think a certain thing, and that's what I want you think.

I also am very into music, I've been playing the guitar for 12 years and I more recently have been playing the classical guitar for three years.

I'm very interesting in seeing the world and exploring different cultures."



JOSH PRICE //THE SHAKERITE



BARSTOOL SPORTS/TWITTER

This photo, posted to the Twitter account Barstool OSU, accompanied the University of Michigan vs. Ohio State University rivalry and provoked outcry from families living through the water crisis in Flint, Michigan.

Speech Counts in Sports, Too

Spectators compete to use aggressive, inappropriate language toward opposite team

DON BENINCASA RAIDER ZONE EDITOR

Fans don't attend a sporting event just to watch their favorite teams. They also spend their money to participate in mental warfare.

Rivalries play a key role in sports. The conflict makes athletics interesting. The competitiveness between fans matches the intensity between teams. It leads to altercations between fans, with verbal battles and even physical fights.

Ohio State football and Michigan football form one of the fiercest rivalries in college athletics. To feed the rivalry, fans frequently insult the maize and blue or scarlet and gray. Sometimes, it's all in good fun.

Shaker graduate ('16) and Ohio State University student Kylie Boyle said she's experienced insults at sporting events, but nothing too offensive or serious. At the Ohio State vs. Michigan game on Nov. 26, 2016, she wrote through text that, "There were casual [expletive] Michigan/OSU

thrown around with varying degrees of enthusiasm."

However, she added, "I wouldn't say anyone was really trying to target anyone else or personally attack them."

Rival fans are often even friends. "It seemed like most people who were here from Michigan were staying with someone at OSU, and they went to the same parties and tailgates before the game," Boyle said.

Current University of Michigan student Sarah Jacobs ('16) said she's witnessed subtle, harmless teasing. "There will be a few moments where teachers may say, 'Don't worry if you fail; we won't send you directly to OSU,'" Jacobs said.

Ridiculing The Ohio State University, which was ranked in 2014 as the 18th best public college in the country by a U.S. News and World Report, isn't poking fun at a dangerous situation.

But sometimes fans' jokes go there.

After Ohio State defeated Michigan in the last game of the 2016-17 season, a photo emerged of Ohio State fans gleefully gathered around a crudely painted sign that read, "Michigan Girls: More Diseased Than Flint Water." In addition to using misogyny to cheer on a football team, the sign mocked the ongoing crisis of lead-contaminated wa-

"It's all fun and games rooting for your teams until fans start using swear words and racial slurs."

WILL CLAWSON

ter in Flint, Michigan. The situation was so severe that Michigan Governor Rick Snyder declared a state of emergency on Dec. 14, 2015.

On Jan. 24, 2017, the Michigan Department of Environmental Quality stated that the lead levels tested below the federal limit. Still, a \$722 million class action lawsuit was filed against the Environmental Protection Agency due to the crisis harming more than 1,700 residents.

On National Public Radio, LeeAnne Walters, a mother of two living in Flint, said that whenever her sons bathe, their skin blisters painfully from the tainted water.

The message also mocked sexually transmitted disease in the name of school spirit. The intensity of a game often drowns out civility.

During last season's Ohio high school hockey state championship, fans used the sexual victimization of children to cheer on a hockey team. Sophomore Keenan O'Toole said the University School student section chanted, "Spotlight, spotlight," to Saint Ignatius High School, a reference to the Catholic church's cover-up of priests' molestation of young children, discovered by Boston Globe reporters and depicted in the 2016 film "Spotlight."

At what point does fan intensity violate speech norms?

Junior Will Clawson, who plays baseball, said fans can cross the line with their language. "It's all fun and games rooting for your teams until fans start using swear words and racial slurs," he said.

Study hall tutor Edwin Mugridge coached hockey at University School, Cleveland Heights, and Mayfield. He said he's experienced inappropriate chants.

On the less offensive side, he said that during Cleveland Heights vs. Shaker Heights hockey games, he's heard the "Shaker sucks," and "Heights bites" chants.

But, Mugridge added that he's "experienced people screaming obscenities at individual players. It's interesting that the Ohio High School Athletic Association emphasizes sportsmanship, but this conduct is an antithesis."

Mugridge said he's witnessed inappropriate spectator conduct at Shaker hockey games, but the behavior from Shaker students is more appropriate than other rivalry games like St. Ignatius vs. St. Edward.

Freshman hockey player Devin Campbell said confrontations between fans emerge from passion for their teams. Fans are cruel to one another, even if they've never met. They pelt one another with verbal abuse that conveys contempt and mockery.

"The fans that act aggressive to other fans and players want to be seen as powerful, and they want to get in your head," Clawson said.

Even though teams are competing with each other, the fans participate in the competition in their own way. They want the psychological edge over the opposing fans,



MARIA MALDONADO//THE SHAKERITE

so in the stands a contest happens as the game progresses.

Occasionally rival fans show each other compassion.

The Cleveland Browns' biggest rival is the Pittsburgh Steelers. While the rivalry is usually fueled by hatred and competitiveness, Steelers fans showed the Browns sympathy in 1995 when the franchise was being moved to Baltimore. According to fan Paul Wilson, at the Browns-Steelers game in Pittsburgh, "Instead of the normal taunts and comments from the Pittsburgh fans, I got sympathy and shared anger." For the last Steelers-Browns game of that season, Steelers fans even wore orange armbands.

Still, the stadium can turn into a boxing arena for the spectators.

In 2011 on opening day, a San Francisco Giants fan named Bryan Stow went to watch his favorite team face the Los Angeles Dodgers. After the game, two Dodgers fans attacked Stow and his friends. Stow's skull was fractured, and he was in a coma for nine months.

Clawson said, "Fans act so aggressively at sporting events to make themselves better and more superior over the other. They think the opposing teams' fans are bad people, in a way."

He added that the aggressive spectators "want to be seen as powerful and get in your head."

"Instead of the normal taunts and comments from the Pittsburgh fans, I got sympathy and shared anger."

PAUL WILSON

We, as Fans, Must Learn to Exercise Respect

Hateful jeering is more divisive than allegiance to different teams

As an 8 year old, I witnessed spectators' misconduct when I watched a Cleveland Browns fan land a right hook on a Denver Broncos fan after a Broncos 34-30 victory on Nov. 6, 2008.

Spectators' ferocity is vital to the success of sports. Without fans' zeal, an important aspect of athletics is gone. They drive the popularity of sports. A game atmosphere without some aggressiveness, fierceness and hostility takes away from the excitement.

However, this does not excuse fans for uttering racial slurs, making fun of deadly situations, and other crude actions. Banter between fans is OK, but there is a murky line between inappropriate conduct and enthusiasm.

When I go to games, I look forward to the competition in the stands. I cheered for my favorite NHL team, the Chicago Blackhawks, in 2013 during their playoff game against the Detroit Red Wings.

Because I was a visiting fan, Red Wings fans yelled aggressively at me as their team defeated Chicago 3-1. But, the intensity was all in good fun. There were no offensive generalizations, stereotypes or personal attacks.

However, I've also experienced competitive fan behavior that's inappropriate.



Don Benincasa
Raider Zone Editor

During a game with the Cleveland Browns vs. the Philadelphia Eagles in 2012, two African-American women were standing at the bottom of my section. They were obstructing the view of some fans.

A white male, angry already with the sub-par performance of the Browns, implied that their behavior was a result of Obama's presidency. He yelled at the women, "Thanks, Obama!"

Spectators' offensive language not only harms other fans, but the athletes as well. Every game, their slander is excused and athletes can't react to the fans. If they do, the athletes are seen as thin skinned.

Fans are permitted to call athletes whatever they want without punishment. They are protected by the invisible barrier between the fans and athletes. If an athlete were to insult a fan or fight them, he would be punished severely by the sport's governing body. But spectators get away with it. It is unfair.

On Oct. 26, 2016, a Philadelphia 76ers fan gave Oklahoma City Thunder guard Russell Westbrook the middle finger. Fox Sports analyst Nick Wright said he has a problem with treating athletes "like they are the lions at the zoo because there is this protective layer."

Wright added that if the fan saw Westbrook in public, he would never have made the obscene gesture.

Wright said, "He [did] it because he has the armor of 'You can't touch me.'"

The misconduct of fans is inevitable. The solution to cure their misconduct is to take some of their passion away.

Without passion, fans won't act so aggressively at sporting events. But, without spectators' zeal, sports would be less exciting.

As fans, the passion we pour into sports makes the atmosphere exciting. Yet, our devotion ends up creating the annoying, angry fan who uses racial slurs and gets into fist fights.

Our government has already demonstrated their willingness to use dangerous, even violent, speech. Sports should not go the same way.

Read more from Raider Zone at shakerite.com.

Three Seasons, Two Sports, One Athlete

Junior Lori Mack excels in athletics, sportmanship and commitment

ALEXA JANKOWSKY RAIDER ZONE EDITOR

Driven, tough, athletic, kind, outgoing and afraid of fish.

Junior field hockey and softball player Lori Mack has been a lifelong athlete.

"She's made for sports. She has this natural ability but she also has the mindset of an athlete. She wants to keep working and knows what to keep working on. In order to be successful you can't just have one you need both," said softball coach Kristen Harter.

"She will not give up. She will fight until the end and she has such a good perspective," field hockey coach Jennifer Clarke said. "She can have fun and work her tail off all in one, and that shows such maturity."

Mack began her athletic career with gymnastics, then played volleyball, and eventually turned to field hockey and softball by high school.

"We're really happy that Lori chose to play field hockey because she used to do gymnastics, and it was really boring to sit there for eight hours and only get to watch her for two minutes," said David Mack, Lori's twin brother. "Softball and field hockey are just a lot of fun to watch. She's always really aggressive. She's not scared of anything."

During Mack's time at the high school the field hockey team has reached the state title game twice. During Mack's freshman year, 2014, the Raiders won the state championship, and in 2016 the team was state runner-up.

"Freshman year, I remember watching the game and realizing we had won. It was the best feeling ever. I didn't get to play, but it made me excited for next year when I would get a shot to play," said Mack. "When you're actually playing, the feeling is completely different because you're so nervous but for different reasons, because it's all on you. But, the second you start playing, you don't even remember your nerves."

Mack tallied two goals and four assists in the 2016 season.

Mack's only apparent weakness is her fear of fish.

"We have kind of this running joke on the team -- she's afraid of fish, and it's so comical that somebody so tough is afraid of fish," Jennifer Clarke said.

"One of my favorite memories of Lori is her telling us why she is deathly afraid of fish," said freshman field hockey player Lora Clarke. "Throughout the season we would joke around with her about fish."

"I'm not even sure if there's a backstory -- I'm just deathly afraid of fish," Mack said.



THE SHAKERITE

Junior Lori Mack celebrates qualifying for the 2016 field hockey state championships with senior Kandyce Graham after a 2-1 win against Magnificat.

From playing while injured to completing missed practices on her own, Mack's teammates and coaches describe her as tough and driven.

"Lori is very encouraging, and being one of the best players on the team, she is a player to look up to," said junior field hockey teammate Felicia Hamilton. "One time we were finishing up our running routine, and she came back to practice and finished off the running on her own time. She didn't have to."

Mack said her drive comes from her desire to improve and win. "I just always want to be the best. I know it's cliché, but in the end you're only hurting yourself if you don't do what you're supposed to do," she said. "And then the rush you get when you win a game -- it makes everything worth it."

Mack's commitment to perform her best does not stop at practices. She also shows her resilience during games.

"At our district semi-finals, we played a team that won the whole league, so it was a big game for us. It was a huge obstacle mentally and physically," said Jennifer Clarke. "We went into overtime. You go from 11 players to seven players, and whoever scores first wins. And you can just imagine the fatigue, but Lori had a great assist to her teammate, who got it in."

"I don't think Lori ever gets tired. If she does she does not show it -- you can never tell," Jennifer Clarke added.

Mack said she keeps the end in sight. "I just know that it'll be over eventually. You

"I know it's cliché -- but in the end you're only hurting yourself if you don't do what you're supposed to do. And then the rush you get when you win a game -- it makes everything worth it."

LORI MACK

just have to push through it. You don't want to leave anything on the field," she said.

Mack plays for Shaker field hockey and softball in the fall and spring. In the off seasons, Mack plays with an indoor field hockey team and attends athletic camps during the summer.

"No matter how tired she may be, she never lets it get in the way when it comes to field hockey," Hamilton said.

Despite the year-round athletics, Mack makes an effort to prioritize academics.

"She's a pretty good student. She likes to make sure she gets good grades because that's important to the student-athlete. She's got to be a student before an athlete," David Mack said.

His sister's dedication and spirit do not go unnoticed.

"Often coaches from other teams, and other people, will come up to me and always say, 'Who is that shortstop?'" Harter said.

"She's just a great player to have -- a coach's dream," Jennifer Clarke said.

Mack will play field hockey for Michigan State University come fall 2019.

"I'm really excited to just start playing at the next level," Mack said.

"Lori is a player who brings leadership. She leads by example. She brings mental and physical toughness to the team and she brings good work ethic," said Jennifer-Clarke. "She's a great athlete all around, that's what draws the eye."

Multimedia Editor Ose Arheghan contributed reporting.

KUEHNLE'S CORNER

Snow Days

"We're retrofitting our entire bus fleet. Let's go Sno-Raiders!"

- Jonathan Kuehnle
via Twitter,
Feb. 4, 2017.



Want to read more stories that will make you laugh and cry simultaneously? Want to stay sane during second semester? Want to stay up to date with all the latest news in the Shake? Visit www.shakerite.com



Heard in the Halls

- | | |
|--|-------------------------|
| "The rain gave me diabetes." | January 27, 2:05 p.m. |
| "I just really, really love Joe Biden, alright." | February 14, 3:02 p.m. |
| "Girls don't fart." | December 13, 11:43 a.m. |



The Meh List

1. The PA system
2. "The Bachelor"
3. The death of Vine
4. Wireless earbuds
5. Climate change
6. Adult hypocrisy
7. Super Bowl commercials
8. "Cash me outside"
9. Second semester

The Epidemic of Hallway PDA

TRISHA ROY GUEST WRITER

The hallways are only so big. There are more than 1,600 students in this school, and hundreds of staff members. There is no room for excessive PDA in the hallway. I promise you that your boyfriend will still be yours even if you don't hold his hand or kiss him every two seconds while walking to class. You don't need to hold your girlfriend's hand for 30 seconds. There is simply NO ROOM. Nobody wants the excess spit from your makeout session on their way to class, unless there's a wet zone sign to warn us. Your relationship will remain intact with less physical contact in the hallways. No teacher should have to pry your lips away from another person. I'm all for relationships and affection, but please keep that away from our eyes. Your excessive PDA is 100 percent not O.K. and nobody is here for it.

Raider Rant

The 5 Step Process to Spot Fake News

1. You come across an interesting headline, tweet, post, text message, etc. and you don't know if it's true or can be trusted.
2. STOP. Before spreading the content with any friends, pull up the same fact on a different news site.
3. Do it again, with another professional news site.
4. Guess what? Find another credible source.
5. If all of these sites are sharing the same information, congrats, you have accurate, REAL news.

PICK THE FAKE QUOTE TRUMP EDITION

1. "Robert Pattinson should not take back Kristen Stewart. She cheated on him like a dog & will do it again -- just watch. He can do much better!"
2. "I have the largest hands -- anything other than that is LIBERAL LIES. They haven't seen my hands. They don't know."
3. "I have so many fabulous friends who happen to be gay, but I am a traditionalist."
4. "It's freezing and snowing in New York -- we need global warming."

Answers: 1) Real, 2) Real, 3) Real, 4) Fake, although Donald J. Trump did speak on the size of his hands. Be careful what you read!

OBAMA WATCH, VACATION LIFE

After leaving office Jan 20, 2017, Obama departed for a relaxing vacation with his family in the Caribbean. He has been seen enjoying water sports and a post-presidential life. We miss you!



TWO TRUTHS AND AN ALTERNATIVE FACT



1. A group of owls is known as a court of justices.



2. Animals are banned from publicly mating within 1,500 feet of a school.



3. The "pound" key (#) is actually called an octotroph.

Answers: 1) False. It is called a parliament. 2) True. It is also banned within 1,500 feet of a tavern. 3) True. The term "hashtag" is a new pop media term.



Five Second Movie Reviews Oscars Edition



Hidden Figures
Important movie! Go see it. Take your friends.



Moana
In your new favorite Disney movie, "The Rock" rocks.



La La Land
Overhyped, but good soundtrack.

THE SHAKERITE

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